



School Improvement Plan 2024-2025

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Priority 1		To empower our learners to reach their full potential and perform to the best of their abilities, regardless of their disabilities.		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Improvement in achievement, particularly in literacy and numeracy. Placing the human needs of every child and young person at the centre of education. 		<ul style="list-style-type: none"> Assessment of Children’s Progress School and ELC Improvement Curriculum and Assessment Teacher and Practitioner Professionalism Performance Information 		
HIGIOS 4 - Quality Indicators 1.3 Leadership of Change – implementing improvement and change 2.2 Curriculum – Development of the curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support – Removal of potential barriers to learning 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners		Health and Social Care Standards 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.19 My care and support meets my needs and is right for me. 1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 1.27 I am supported to achieve my potential in education and employment if this is right for me. 2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.		
Outcome	To create a bespoke curriculum, based on play, exploration and communication that will meet the needs of all our children. It will be meaningful and relevant to the children, whilst giving teachers and practitioners the scope to follow each child’s highly personalised learning style.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary

Design a set of values and an ethos for this curriculum based on the statement, 'Be more'	Dec 2024	All those aligned to the Centre (children, staff and parents) will be asked to contribute what they feel is a critical component of the foundations of a curriculum.	Development Group CTs and LCTPS Parents	Survey Professional dialogue Input from Pupil Council.
Evaluation				
Investigate the different types of learning our children display and create a curriculum model around communication, interaction, functional movement, making connections and sensory. All underpinned by achieving highest level of independence and pupil voice possible.	May 2025	The curriculum should be: <ul style="list-style-type: none"> - Tailored and relevant to children's individual needs - A curriculum where every child should experience success - Based on strengths and motivations - Engaging, exciting, thought provoking, challenging, relevant and fun - Meaningful - In line with the longer-term outcomes for learners in preparation for life after school. 	Development Group CTs and LCTPS	Survey Professional dialogue Input from Pupil Council. Staff member to attend 'Communication Matters' Conference - 8-10 th September 2024 and disseminate back to wider staff team.
Evaluation				
Monitor engagement and learning as we introduce new learning activities and structures. Use professional dialogue during moderation	May 2025 (ongoing throughout year)	Revised Curriculum Policy will be published on website. The impact will also be evaluated by the level of engagement the children demonstrate in their learning. This will be tracked throughout the year using the existing platform, Evisense. Additionally, we will consult staff, parents and the wider team to gain understanding of impact on learning and engagement.	All staff during moderation activities scheduled in October, December, February and April.	Information gathered from Moderation Activity Meetings throughout the year to gauge what children find relevant and meaningful,

School Improvement Plan 2024/2025

times to critically reflect on the relevancy and meaning to our children. Make adaptations in line with points raised during reflection.				
Evaluation				

Priority 2		To embed a learning and teaching programme that will allow our children and young people to develop skills associated with physical activities (PE) without any limitations (physical or neurological)		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Improvement in attainment Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre of education. 		<ul style="list-style-type: none"> Curriculum and Assessment Teacher and Practitioner Professionalism School and ELC Improvement 		
HIGIOS 4 - Quality Indicators 1.1 Self-evaluation for self-improvement 2:2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners		Health and Social Care Standards 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical, and learning activities every day, both indoors and outdoors. 1.27 I am supported to achieve my potential in education and employment if this is right for me. 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs 2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.		
Outcome		The Motor Activity Training Programme will be embedded fully throughout the nursery, primary and senior curriculum.		
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary

<p>Create and embed a timetable of weekly MATP sessions that are underpinned by individualised sports focus targets for all children in conjunction with our allied health partners.</p>	<p>May 2025</p>	<p>Success will look like:</p> <ul style="list-style-type: none"> - Increased staff confidence when delivering PE. - Students have greater body awareness. - Student familiarity with MATP session format. - Links made with other schools. - Achievement of the MATP Bronze Quality Mark. - Assessment and tracking to show development of motor skills within sports related activities. 	<p>Development Group</p>	<p>Time given for staff to visit other establishments who are running MATP.</p> <p>Budget for equipment that is identified as being necessary.</p>
<p>Evaluation</p>				
<p>Develop a Health and Wellbeing Policy in line with the MATP approach</p>	<p>May 2025</p>	<ul style="list-style-type: none"> - A policy will be created and align to the information gathered by tracking, monitoring and evaluating the range of MATP approaches and the progress children make. 	<p>Development Group and CLT</p>	<p>Discussion to be had with B Squared to ask if they could create a framework, based on the target, tracking and monitoring that has been done this year for MATP that we could add to Evisense and Connecting steps. There may be a charge to this.</p>
<p>Evaluation</p>				

Priority 3	To develop a supported transition process for school leavers by increasing partnerships with external providers and stakeholders	
NIF Priorities	NIF Key Drivers	
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people 	<ul style="list-style-type: none"> Parental/carer involvement and engagement School Leadership Teacher and practitioner professionalism 	
<p>HIGIOS 4 - Quality Indicators</p> <p>1.2 leadership of Learning 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Health and Social Care Standards</p> <p>1.17 I can choose from as wide a range of services and providers as possible, which have been planned, commissioned and procured to meet my needs. 1.18 I have time and any necessary assistance to understand the planned care, support, therapy or intervention I will receive, including any costs, before deciding what is right for me. 7 Experiencing my care and support 1.19 My care and support meets my needs and is right for me. 1.27 I am supported to achieve my potential in education and employment if this is right for me. 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. 2.20 If I need or want to move on and start using another service, I will be fully involved in this decision and properly supported throughout this change. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs. 3.1 I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people’s attention. 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me. 3.25 I am helped to feel safe and secure in my local community 3.4 I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves. 3.7 I experience a warm atmosphere because people have good working relationships. 4.1 My human rights are central to the organisations that support and care for me.</p>	

	<p>4.3 I experience care and support where all people are respected and valued.</p> <p>4.5 If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me</p> <p>4.13 I have enough time and support to plan any move to a new service.</p> <p>4.27 I experience high quality care and support because people have the necessary information and resources.</p>			
Outcome	Ensure our young people have a positive destination upon leaving school that crucially will continue their development and support well being and inclusion.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop individualised transition plans for each young person that will consider their specific care and communication needs	June 24	<p>Establish a personalised transition plan for each young person comprised of information from educators, support professionals, and community stakeholders who have provided guidance and assistance to young people as they transition from school to their chosen destination. This will align with the young person working towards and attaining the SQA Adult Learning and Transition Award as they make decisions regarding their transition.</p> <p>The facilitation of a supported programme of visits to allow the young person to transition with minimal stress and anxiety. The young person will be supported by a familiar staff member.</p> <p>The young person will transition to their positive destination with minimal anxiety. The new staff will have a thorough understanding of the child, their means of communication and strategies to help them continue their learning.</p>	Collaboration between parents/carers, Centre staff, relevant external professionals, and providers	Alison Barbara Ann Shona Therapy leads Class staff
Evaluation				

Priority 4		To embed Comprehensive Literacy Instruction across the curriculum with teaching relevant and accessible for Emergent, Transitional and Conventional Literacy Learners.		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Improvement in achievement, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing 		<ul style="list-style-type: none"> School and ELC improvement Teacher and practitioner professionalism Curriculum and assessment 		
Quality Indicators		Health and Social Care Standards		
1.2 leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs. 2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.		
Outcome	All pupils accessing comprehensive literacy instruction appropriate to where they are in their literacy learning journey. Literacy learning is interwoven through all curricular areas.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Complete Literacy Baseline for all learners to determine those who should continue as emergent literacy learners and those who would benefit from	Dec 2024	Success will look like – <ul style="list-style-type: none"> Literacy Baseline Assessment and accompanying paperwork completed for each learner identifying individual strengths as well as areas for improvement. All children accessing literacy instruction at the appropriate level for their literacy learning needs. Class Staff confident in differentiating for Emergent and Conventional Literacy Learners. 	SLTs, CTs and LCTPs.	Time for staff development & professional dialogue. Budget for resources as required.

School Improvement Plan 2024/2025

transitional/ conventional literacy instruction.				
Develop a diverse and accessible school library.	May 2025	<p>Success will look like –</p> <ul style="list-style-type: none"> • A central school library containing a range of age respectful fiction and non-fiction options to suit the varying interests of all our learners. This will include physical books as well as alternative access options such as ebooks. • A library that is as physically accessible an environment as possible for our learners. • A system of categorisation/ organisation which allows our learners with the most complex bodies to access books of their choosing. 	Literacy Development Group in collaboration with wider class teams.	Budget/ funding for additional books and for equipment/ adaptations to maximise the physical accessibility of the library. This may include assistive technology.
Evaluation				

Priority 5		To embed rights- based child planning processes throughout the school		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing 		<ul style="list-style-type: none"> School Leadership School Improvement 		
Quality Indicators		Health and Social Care Standards		
1.2 Leadership of learning – Children and young people leading learning 2.5 Family learning – Engaging families in learning/quality of family learning programmes 2.7 Partnerships – The development and promotion of partnerships		1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.10 I am supported to participate fully as a citizen in my local community in the way that I want. 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical, and learning activities every day, both indoors and outdoors. 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. 2.3 I am supported to understand and uphold my rights. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.		
Outcome	The best interests of the child will take priority in all assessment, planning, reporting and decision-making processes (pre-placement-transition to adult services).			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
To achieve a Rights Respecting School Award	2024-2025	We aim to achieve: The Rights Respecting School (RRS), Bronze award by October 2024	E. Stretton V. Watson	RRS membership fee

School Improvement Plan 2024/2025

		The RRS Silver Award by June 2025	- all staff throughout the year	
Establish a Pupil Council	October 2024	Our children and young people have a forum where their voice is heard. They will give their views and that of their friends to help with planning. There is clear evidence that they can voice their opinions and have their views considered in decisions that impact upon them. Children and young people will make the connection that they can be heard using their PODD books or digital devices and that those comments, requests and questions are being heard and responded to by those around them in a supportive manner.	All staff	Budget to photocopy, laminate and bind PODD books.
To develop Pupil voice within the Child's Plan	June 2025	Children and young People will be involved fully in their TAC meetings, their views sought and recorded for each meeting and updated by staff throughout the year so that the child's views on the Plan are always current.	Lead Professional for TAC Parents Children and Young People All other staff	No resources required.
Evaluation				