



Craighalbert Centre

Enabling Children to Achieve

Standards and Quality Report 2023-2024



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1. The Scottish Centre for Children with Motor Impairments (SCCMI)

SCCMI is a Scottish Government Grant Aided Special School and has been supported by the Scottish Government as a national centre to support the learning, therapy and care of children with multiple and complex additional support needs 1991.

a. SCCMI's purpose, ambitions and values

Our Articles of Association, revised March 2023, identify our purposes as:

- a) The advancement of education
- b) The promotion of equality; and
- c) The advancement of health and the relief of those in need by the provisions of services that assist children, young people and young adults affected by neurological disorders and related conditions through, for example, the provision of:
 - Services associated with the education, therapy, care and support of children, young people and young adults affected by congenital or acquired neurological disorders and related conditions.
 - Services associated with the parents or siblings of children, young people and young adults affected by congenital or acquired neurological disorders and related conditions, providing information, support, advice and assistance as necessary.
 - Education and training for parents, professionals and other staff working with children, young people and young adults affected by neurological disorders and related conditions.

Our services are guided by our mission, vision and values which are congruent with Curriculum for Excellence principles in seeking to foster the wider development of the individual.

Mission: The Scottish Centre for Children with Motor Impairments provides services and support to enable children, young people, families and practitioners throughout Scotland to maximise the wellbeing of children and young people with motor learning difficulties.

Vision: The Scottish Centre for Children with Motor Impairments will be recognised by families, practitioners, regulators, academics and complementary services as a national Centre of excellence in the fields of additional support needs education, holistic planning and service delivery and family support for children, young people and their families affected by motor learning difficulties and other neurological conditions.

Values:

Child-Centred – We have the human and disability rights of each child at the heart of everything.

Kind – We are compassionate, inclusive, fair, honest, and welcoming.

Ambitious – We set and achieve challenging goals.

Inspirational – We influence others to improve outcomes for each child, young person, and their families.

Collaborative – We work together to achieve the highest possible outcomes for all.

1.2 The Craighalbert Centre

The SCCMI's nursery and primary and secondary school are based at the Craighalbert Centre, Cumbernauld.

Our purpose-built, extended and improved Centre provides a welcoming, accessible and well-equipped environment for the delivery of high quality, specialist integrated learning, therapy and care programmes with its facilities including:

- Spacious and well-equipped playroom and classrooms
- Sensory room
- Hydrotherapy pool
- Therapy suite
- Changing Places toilet
- Outdoor learning areas and
- Inclusive outdoor playground.

1.3 Management and Leadership

Our Chief Executive, Bob Fraser, is supported by the Centre Leadership Team (CLT) who are overseen by the Board of Directors.

There are currently 5 members of our Centre Leadership Team:

- CEO - Bob Fraser
- Head of Corporate Services – Christina Grieg
- Head of Learning– Shona McMonagle
- Head of Health – Barbara-Ann Hagerty; and
- Head of Quality, Partnerships and Innovation – Alison Philipps.

Members of the CLT are responsible for managing different aspects of operational services, service evaluation, service improvement initiatives and strategic development.

2. Meeting children and young people's needs

2.1 Characteristics of the children and young people

All the children and young people who attend the Craighalbert Centre have multiple and complex additional support needs secondary to a neurological condition.

The Centre has always had an explicit core function to support children and young people affected by cerebral palsy. Over the last ten years we have increasingly engaged with children and young people with very rare or unknown neurological and genetic conditions which range in severity and impact on their learning and development in highly individualised ways.

Some of the children and young people attending our nursery and school have exceptional healthcare needs which may be life-threatening or life-limiting. All have complex care and communication needs (CCN) requiring a highly personalised curriculum.

Children who attend our nursery and school programmes generally live within a 45-minute journey time of the Centre, with their placements authorised by local authorities via the placing request system.

2023-2024 – Children and young people placed in our nursery or school were resident in 5 local authorities:

- North Lanarkshire
- South Lanarkshire
- Glasgow City
- East Dunbartonshire and
- Falkirk.

2.2 Nursery

Our nursery programme is currently designed to deliver integrated, personalised learning, therapy and care for children aged 3 to 5 years with CCN.

2023-2024 – Three children were placed within our Nursery this academic year, with two delayed by referral to the Additional Support Needs Tribunal. One child attends fulltime with the other attending as a 0.4 partnership placement.

We completed our detailed investigation into the availability and quality of ELC for children with CCN, publishing our report¹ in March 2023.

We remain ambitious about the development of a fully inclusive model of ELC for children with a partner provider (Indigo Childcare Group) to deliver high quality ELC to children with CCN alongside their peers from the local community with no identified additional support needs (ASNs). This will allow us to contribute to fulfilment of recommendation 4 in our report, i.e. that Government should consider supporting the development of national resources to promote the inclusion of children with PMLD and a life-limiting or life-threatening condition in ELC settings through, for example:

- Sharing practice
- Providing access to practical support for contextual holistic assessment for ELC placement planning and
- Being proactive in developing practitioner collaboration, capacity, competence, capability, creativity and confidence.

Architecture and Design Scotland (ADS) chose to support us in collaborating with architects Fraser Livingston, guiding us from concept, through tendering, scoping and design processes to production of a fully costed final design for a facility to serve as a national resource in demonstrating an inclusive nursery provision.

2.3 Primary and secondary school

There are 4 registration classes, with children and young people grouped by chronological age:

- Nursery (1)
- Primary (2)
- Secondary (1).

Group activities to promote learning and enablement and improve health and wellbeing outcomes may be organised around chronological age or, more typically, in the most efficient and effective way to:

- Address barriers to learning;
- Maximise each child's engagement with learning

¹ An overview of the provision in Scotland of early learning and childcare for children with profound and multiple learning disabilities with a life-limiting or life-threatening condition.

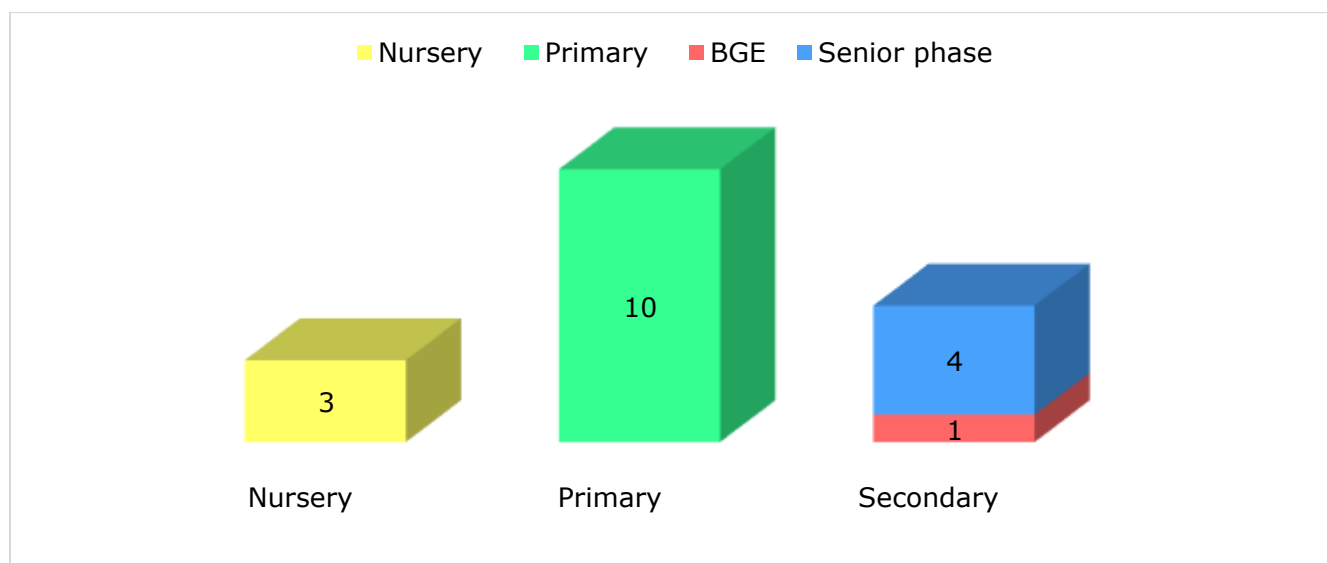
- Foster social interaction
- Maximise therapeutic benefit and
- Ensure the most stimulating and enjoyable experiences
- Maximise opportunities for communication and pupil voice.

2022-2023 - Most children and young people attended on a full-time basis, i.e. 09.15-15.15, Monday to Thursday and 09.15-12.15 on a Friday.

One child attended on a split placement basis, i.e. Monday-Tuesday weekly, attending a nursery within their home community 3 days per week, with effective communication and collaboration supporting continuity of learning and therapeutic experiences to maximise outcomes.

2.4 Nursery and school roll

2023-2024 – 18 children across the nursery (3), primary (10) and secondary (5) classes.



2.5 School attendance patterns

Term	1	2	3	4	Total
Range	98%-57%	100%-48%	99%-57%	100%-52%	100%-48%
Mode	98%	87%	98%	100%-98%	98%
Mean	85%	82%	95%	89%	88%

The overall attendance of the children and young people is considered very good, particularly when the multiplicity and complexity of their health care needs is considered. The attendance of some of the children and young people was affected by hospitalisation (infection, surgery) and respite due to e.g. parental ill health/ building adaptations to house.

3 External Assessment of the Quality of SCCMI'S Work

3.2 Education Scotland

We participated in an Education Scotland inspection in June 2016. Of the five areas assessed, we were assessed as 'very good' in four: i.e. improvements in performance, learners' experiences, meeting learning needs and improvement through self-evaluation; and 'good' in the remaining area, the curriculum. A number of key strengths were confirmed by inspectors:

- Happy, motivated, engaged children who benefit from the rich communication environment.
- The high-quality collaborative and integrated teamwork to assessing and meeting children's complex needs.
- Highly skilled staff who ensure that children can learn and achieve in a nurturing and safe environment.
- The outstanding support for families.
- The leadership of the senior management team in driving improvements.

3.3 Care Inspectorate

In March 2019, following an unannounced inspection, the Care Inspectorate made many positive statements regarding our work, with the concluding statement: ...“The environment was calm and welcoming. Staff were responsive to children and cared for them with warmth, kindness and compassion. Physical comfort, such as gentle rubs to the shoulders or face helped children feel loved. Staff anticipated any issues and proactively addressed them to ensure minimal stress to children”.

We were graded as Excellent – “6” on both areas of assessment: Quality of care and support and Quality of Staff.

4 Staff Development

As an organisation, the SCCMI is committed to services being delivered by professional staff who are highly educated, highly skilled and who possess a high level of contemporary knowledge. To enable staff to achieve these qualities, substantial resources are allocated to staff development throughout the year, with such development activities including those with which all staff engage and others which are more focused and dependent on the individual’s profession/occupation and their individual role, with the range of activities reflecting our work and ambitions.

2023-2024 - A diverse range of staff training days were undertaken with such activities reflecting the complexity of our work.

Mandatory training at induction to update knowledge and competencies included:

- Baby and child first aid;
- Child protection;
- Health and safety including moving and handling;
- Administration of medicines;
- Infection prevention including enhanced procedures associated with covid;
- Management of complex epilepsy; and
- Eating and drinking, including fluid and texture modification required.

Specific and focused training to support the development of individuals, staff and parents, and our provision of high-quality integrated learning, therapy and care included:

- Rights Respecting Schools
- Comprehensive Literacy
- Literacy and Children with Complex Communication

- Shared reading
- Switch accessible learning
- Assessment and analysis of Learning (Milestones and the Continuum of Engagement)
- Use of B Squared Software (Evisense and Connecting Steps)
- Tracking and Monitoring
- Introduction to PODD (pragmatic organisation dynamic display);
- Integrating PODD and ADLs (aided language display) into all learning, therapy and care opportunities;
- PODD fluency – direct access, eye-pointing, alternative access;
- Teach Us Too
- Assistive Technology for those with complex needs
- Bone density;
- Cerebral Palsy Integrated Pathway Scotland (CPIPS);
- Anatomical Measuring Instrument (AMI)
- Dining with dignity;
- Innowalk;
- Postural Management
- Therapeutic moving and handling.
- Pool Evacuation
- Motor Activity Training Programme
- LEAF Learning About Forests
- Rockhopper and Emperor Swimming Series

5 School Improvement Plan 2023-2024

5.1 Summary of our focus and achievements

<p>Priority 1</p>	<p>To develop a robust assessment, tracking and monitoring procedure throughout all learning stages (nursery, primary and senior) in order to create personalised attainment pathways and access to curriculum.</p>
<p>Outcome</p>	<p>Achieve a full learning picture for each child which will inform personalised activities to challenge and engage.</p>
<p>Impact</p>	<p>A staff evaluation should illustrate an increase of self-reported knowledge and confidence in assessing the foundation milestones and continuum of engagement.</p> <p>Staff should, through reflection, discussion, and practice, show a deeper understanding of what assessment looks like and this should be illustrated within their online learner observations. There should be less confusion in how to evidence progression using the Foundation Milestones and Continuum of Engagement.</p> <p>Throughout this staff development, there should be a correlation with a deeper understanding of how learning is occurring for all children and not just those in a particular class. We should see progression in each staff member’s ability to plan and assess activities to challenge our learners and their individual learning styles through their observations and assessment.</p>
<p>Summary Evaluation</p>	<p>An initial analysis of staff understanding regarding outcomes, assessment, and individualised learning plans revealed that staff lacked sufficient knowledge and comprehension of the Milestone’s curriculum and the levels of engagement. They were uncertain about how to establish baselines and set personalised goals for each child. As a team, we have dedicated the past year to learning about engagement and milestone development levels. We have learned to analyse and critically reflect on our observations through professional, peer-led conversations. Training has been delivered both formally and informally, with staff actively participating in the learning process and presenting to each other during</p>

	peer-led moderation sessions. This approach has had a significant impact, greatly enhancing our understanding of the children's learning styles.
Next steps	To create a set of values and ethos for a curriculum based on our children. To design a relevant and engaging curriculum that fosters play, exploration, communication and independence.

Priority 2	Embed an emergent Literacy programme at all stages (nursery, primary and secondary) in the curriculum which will underpin pupil voice and promote child-centred learning.
Outcome	All five areas of comprehensive literacy instruction will be embedded into the daily/weekly class timetable.
Impact	<p>External training of staff cohort who are confident and knowledgeable in this area will allow them to effectively implement and drive this programme through all learning stages.</p> <p>Shared writing and reading, alphabet instruction and independent reading and writing will be embedded into the daily curricular activities in the classroom and structured in such a way that each child and young person can access it successfully.</p> <p>Children and young people will show awareness of language, and that text and print has meaning. This will correspond with observation and assessment data</p>
Evaluation	<p>A rolling programme of staff INSET training and weekly staff training sessions over the 2023-2024 academic year was delivered by Speech and language Therapy (SLT) for all Teachers and LCTPs. Lunchtime assistants have been given training directly with SLT supporting and upskilling them during their shift in school. A 'Wear your Words' initiative was launched alongside a presentation delivery to reinforce importance of always wearing PODD books. TEACH US TOO external training organised and delivered to all child facing staff.</p> <p>All teachers have embedded shared reading, writing and alphabet instruction into their daily timetable of teaching and learning. All children have opportunities for independent writing and assistive technology is beginning to be used to support and teach children to read a story independently. SLT began pupil literacy assessments in Term 4 to and these will carry on into Term 1 of the next academic year. Prior to this year, it was acknowledged that staff required upskilling in their ability to use a wide variety of PODD books confidently and appropriately. Staff do</p>

	feel more confident now but still require weekly after-school sessions to target different approaches and keep their skills current.
Next steps	Within the class structure, specific literacy instruction will be taught in groups at a developmental level to allow for targeted learning. Within the school day, children will learn in a communication rich environment and be exposed to literacy throughout each activity to support them to make connections, gradually gaining skills and understanding through their experiences and instruction.

Priority 3	To develop a supported transition process for school leavers by increasing partnerships with external providers and stakeholders.
Outcome	Ensure our young people have a positive destination upon leaving school that crucially will continue their development and support well-being and inclusion.
Impact	<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.</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>
Evaluation	The young person was accompanied by familiar staff during visits to the new day centre, ensuring a smoother transition. We supported staff from the new centre to visit the young person at our facility, shadowing our staff to understand care routines, communication approaches, and learning requirements. The young person's transition was facilitated by their Child's Plan and Communication Passport.
Next steps	To further support our young people in playing an active part in their transitions, the Centre has successfully applied for approval to deliver the Adult Learning and Transition Award at bronze, silver, and gold levels next year. Discussion with those involved in this year's transition process indicates that the target of improving transition planning should remain on the Improvement Plan for next year. This will allow for continued development and refinement of our processes. By addressing the issues faced and implementing the proposed improvements, we aim to enhance the transition experience for our young people, ensuring they are more involved and better supported throughout the process.

Priority 4	To further develop the senior curriculum to give opportunities for wider development and partnerships.
Outcome	Students of our senior phase class will develop their learning and skills, generalising them to a wider environment.
Impact	<p>Senior Phase students will attend and experience a residential adventure trip in 2024.</p> <p>Senior phase students will gain an SQA National 1 award (Personal development: Residential experience).</p> <p>Staff will be confident in their approaches to support students to use their communication to foster independent voice, choice and decision making.</p> <p>Parent/ carer feedback to inform on next steps.</p>
Evaluation	<p>In April 2024, our Senior Phase candidates attended the Bendrigg Residential experience in The Lake District. During this experience, all young people gathered the necessary evidence to meet the outcomes required for the SQA National 1 Residential Experience Award. Due to the timing of the residential, this unit will be awarded for the 2024-2025 academic year.</p> <p>This unit will be awarded as a standalone unit, but it may also contribute to the Pupil Development Awards that the students are working towards over the next year. Feedback from both parents and staff, collected through evaluative questionnaires has been overwhelmingly positive and, based on this, we have booked a to go again in May 2025.</p>
Next steps	To embed rights-based child and transition planning throughout the school, incorporating achieving the Rights Respecting Schools Silver Award.