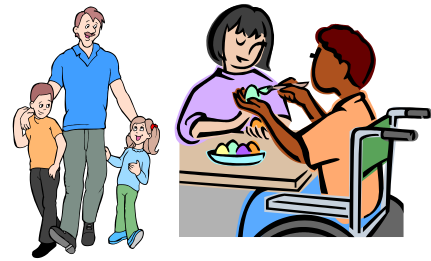


Transition Procedures

Transition within the Craighalbert Centre



The Craighalbert Centre works in partnership with families, education authorities, health boards and others. The planning/review meeting, which follows after the children have started at the Craighalbert Centre, is intended to make plans for the nearest, as well as the more long term, future. The yearly (or more frequently, as necessary) reviews provide more detail.

The transition between groups at the Centre is guided by the age of the children, maturity, developmental factors and availability of places. Parental involvement and choice are paramount, as is consultation with the sponsoring education authorities. Moving group may affect the fee charged and transportation, and the administration of the change may take a long time. It is therefore essential to approach the case educational psychologist very early on in the process.

All children need preparation for change and it is desirable for the process to be slow and support to be provided. A plan for visits and gradual transfer is important, and will be negotiated by the Group Leaders, in consultation with the parents. It is essential to show flexibility with the arrangements as circumstances suggest. A written plan should be kept in the child's file, and be updated as appropriate.

The Craighalbert Centre is a national resource which offers a range of services to all education authorities, health agencies, parents and families with children with motor impairments. The Centre has a policy setting out the aims of the outreach work.

Aims

The aims of the Centre's policy on outreach are to:



- improve nationally the education of all children with motor impairments.
- promote nationally the best practice of conductive education to meet the needs of children with motor impairments.
- promote and offer a range of services within the Centre and to support agreed, complementary initiatives, arranged in conjunction with education authorities and health agencies, which are aimed at providing the best practice of conductive education within the context of national advice on the curriculum.
- raise the level of awareness among other professionals and the public about conductive education and the range and quality of services which the Centre can offer.

Education authorities and health agencies have differing views and policies on the provision which they consider is needed for children with motor impairments in a general sense and also within their own area of responsibility. Consequently, they direct differing levels of financial and staffing resources to meet local needs and therefore offer differing levels and quality of service.

The Centre will continue to welcome visitors, including parents, students, staff and other authorities and agencies and others who have an interest in, and an involvement with, children with motor impairments.

Policy on Special Needs Assistants/Auxiliaries

Many pupils leaving the Craighalbert Centre will initially require a Special Needs Assistant/Auxiliary (SNA) in the mainstream school, so that their knowledge, understanding and skills are maintained and further developed, and they integrate effectively in their new surroundings. The SNA works in partnership with the Craighalbert Centre and the local school.



Aims

The aims of the policy on Special Needs Assistant/Auxiliaries are to:

- support pupils in transition to local provision.
- support such pupils once transition has been completed.
- support the class teacher at the local school.
- liaise with parents and others.

Implementation



Roles of the Craighalbert Centre and Local School

The Centre provides initial training and support in line with its Outreach Policy. Before the child is transferred to the local school, it is recommended the SNA attends the Centre for a five day period initially. During the transition period the SNA should attend the Centre one day per week in addition to the time spent at the local school. It is desirable the SNA participates in the Craighalbert Course for Parents and Carers and has been given a copy of the Handbook for Parents. At the end of the transition period, the Centre will provide one outreach visit per term, up to a period of one year from the time the child leaves the Centre.

The staff from the local school should be asked to provide the Centre and the SNA with information about its policies and procedures. The SNA should be clear about his/her role and responsibilities and should be seen positively as part of the provision to meet the child's needs. In addition to the class teacher, the SNA should be advised to seek the help and advice of school or education authority staff with responsibilities for special educational needs. He/she will also need on-going training provided by the local team, which may include physiotherapists, occupational and speech therapists.

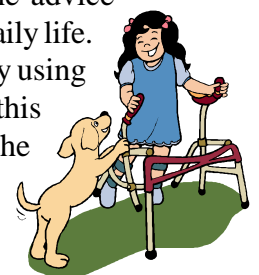


The job description of the SNA should include the following activities:

- Develop an understanding of cerebral palsy, conductive education, the work of the Craighalbert Centre and the work of the local school.
- Foster links between the local school, Craighalbert Centre and home and encourage acceptance and integration of the child into the local school
- Assist the class teacher in the local school to develop suitable programmes of support and to adapt teaching/learning materials.
- Facilitate the child's overall educational programme and independence by supervising and encouraging active mobility, standing, sitting and hand function, develop their self esteem by providing opportunities for success, assist during mealtimes and toileting, and promote the child's active participation in these activities.
- Contribute to reviews of the child's progress and maintain appropriate records which help with the local school's assessment arrangements.
- Ensure the child's safety and health, and administer any prescribed medication.
- Attend relevant in-service training.

Family Involvement

The Craighalbert Centre applies the principles of conductive education and the advice offered in national guidelines to teach children with cerebral palsy all aspects of daily life. Conductive education aims to teach these children about all aspects of daily life by using the normal activities of the day to develop their abilities to learn - much of this teaching is undertaken by parents at home. Therefore, involving families in the education of their children is an integral part of the Centre's approach. It works closely with parents and other family members so that they can apply what is taught at the Centre at home.



Aims

The aims of the Centre's policy on family involvement are to:

- establish and maintain effective relationships between the home and the Centre.
- extend parents' knowledge and understanding of their children.
- promote parents' application of that knowledge and understanding of their children in the home by:
 - providing advice on equipment
 - reviewing with them how they organise the home setting for their children

- observing them working with their children in the home setting.
- promote, as a consequence, the transfer of children's knowledge, understanding and skills from the Centre into the home.

Opportunities for Family Involvement

The parents and the family members will be encouraged to use opportunities offered by the Centre to extend their knowledge and understanding of their children and to learn with their children about the work of the Centre. Those with very young children in the Parent and Child group will attend the Centre with their children. Those with children in the Nursery or School groups will also be encouraged to attend one day/week or fortnight in order to familiarise themselves with the work of the children and to see directly the progress their children are making. By attending classes regularly, they will have many informal, as well as formal, opportunities to discuss aims, methods and their children's progress with staff.

The Centre will continue to operate a system whereby the programme for each child and general messages and news are recorded in a diary which is passed between home and the Centre. In addition, this diary will contain a general indication of the progress each child is making, to complement the more detailed assessments kept in more formal records.

The Centre will encourage parents to make use of some special equipment with their children at home - a small box to sit on, a small plinth of suitable height to use as a table and a ladder frame.

Assessment, Recording and Reporting

The Centre will arrange formal meetings for planning and review with parents who will be given appropriate reports. Staff will agree with parents on the long and short term goals in the I.E.P. (Individualised Educational Plans). Parents may be asked to pay particular attention to specific areas at home.

The daily diary will be used as a valuable way of keeping in touch with parents. The Centre will encourage parents to add comments and will welcome news and information from home.

Transition

The Centre will encourage parents to be actively involved in the transition of their child to their local school.

Home Visiting Arrangements

The Centre will organise a system of home visits by staff.

Home Visit Checklist

First Visit

- Details about the family. It is important to listen and observe details.

- Parental expectations and problems.
- Equipment, what is available and who supplied it.
- Current use of existing equipment and recommendation of additional or different equipment. Possible improvements.
- Arrangements for feeding, toileting, dressing, bathing, sitting and sleeping routine carried out.
- Write a report about items one to five. Copies of report to Director and Group Leader.

Follow-Up Visit

- Within team discussion of first visit and agreement on action for follow-up visit.
- Address specific requests, e.g. problems, concerns, equipment, routine etc.
- Introduction of conductive education equipment, if appropriate, and/or reduction of support, if appropriate.
- Report as for first visit.

SOME EXAMPLES OF TRANSFER OF SKILLS FROM CENTRE TO HOME

Learning at the Centre

Grasp and Release



Straight Arms/Extension of Elbows

Fixation



Being in Midline



Use at Home

Grasping covers when getting out of bed.

Pulling clothes on/off in dressing.

Many opportunities in play.

Eating and drinking - grasping spoon and cup.

Washing face with a face cloth.

Brushing teeth.

Pushing down covers when getting out of bed.

Arms through sleeves and pushing trousers down.

Sitting on potty/toilet.

Many other activities in sitting and standing.

With hands, feet and bottom.

In lying, sitting and standing

Using plinth or grasp bars for holding, feet on the floor and bottom well back.

Elbows on table for drinking.

Head in midline by adult being in front, toys being placed in the middle.

Approaching child from the front and middle.

Using key words - "my head is in the middle" or "look at mummy".

Use of both hands for lying, sitting, dressing and play.

Hip Mobility



Coming out of bed.

Picking up objects from the floor in sitting.

Games such as "row the boat".

Taking off socks.

On potty/toilet, sit to stand.

Rolling.

Long sitting.

Side stepping.

Turning on stools and in standing.

Straight, Strong Back (Lumbar Spine)



Lying on tummy reading book or watching TV.

Push and pull on the floor.

In bed, sitting to standing.

Reading.

Sitting to standing.

Rolling.

Maintaining four point kneeling.

Riding.

Swimming.

On the swings.



Flat Feet



Lying in bed pointing toes to the ceiling.

Turning around (on back) with feet on the floor or in bed.

Kicking cover down in bed.

Sitting on potty.

Standing at bed.

Getting dressed or nappy changed.

All sitting and standing activities.

All skills are taught using language and it helps the children if the activity is presented using the same key words which are used at the Centre. The songs and rhymes are also helpful.

It is important to remember children learn holistically and these suggestions should not be seen as isolated aspects of development as they are all dependent upon each other.

Visitors

The Craighalbert Centre warmly welcomes visitors including students, parents, staff from education authorities, health boards and other agencies. It regards visitors as an integral part of the Centre's outreach work. The centre has a policy on visitors in order to manage the general number of people wishing to visit the centre.

Aims

The aims of the Centre's policy on visitors are to:

- increase visitors' awareness of the work of the Centre.
- promote partnerships with other professionals and parents.
- provide staff development to education authorities, health boards and others.
- contribute to the training of students.
-



Parents of children with cerebral palsy and professionals involved with such families will normally be able to visit the Centre at any prearranged time and will be shown around the Centre by a member of staff. Other visitors will be invited to attend between 0930 and 1200, on "Visitors Days", which will normally be held once a month. If it is inconvenient or difficult for a potential visitor to fall in with these arrangements, the staff will make every effort to offer alternative times.

Most visitors make telephone contact with the Centre to arrange a visit. The staff will try to ensure that they are as helpful and welcoming when answering the call. The Centre will send the visitor(s) written directions on request.

The programme for Visitors Days will include an introduction to the Centre, guided viewing of the groups and an opportunity for questions. They will be encouraged to spend time in the observation rooms, and will be requested to show respect for the children's learning day, keep their voices down in the observation rooms and not to enter the children's toilet area.

Students and Visitors

The Craighalbert Centre attracts volunteers and students to work with children with motor impairments. These additional adults are valued by the Centre and provide extra support to staff, parents and pupils.

The aims of the policy on students and volunteers are to:

- increase their awareness of the work of the Craighalbert Centre.
- enable a wider community to become involved in the life of the Centre.
- provide more experience and practice for students.
- provide additional help to the children and staff.

Prior to students and volunteers being accepted by the Centre, the Director will ensure that they are suitable to work with children. Students will also be required to complete a form enabling an SCRO check to be made on them.

These students and volunteers do not replace staff, but provide additional help. They will be supervised at all times and be given initial training and information about the work of the Centre. After initial briefing and training, they may be involved in the daily programme of the Centre, but they shall not be required to provide any intimate care for the children nor shall they be left in a one to one situation with a child without supervision.

In consultation with Group Leaders, students and volunteers will then be placed in a group identified for the purpose and will be given an appropriate role supported by training and supervision.

Outings within the Local Community

The Craighalbert Centre is part of a rapidly developing area of Cumbernauld and is well supported by the local community. Links with, and outings in, the local community enrich the children's lives and are integral parts of the curriculum. They have a great deal of educational value if used appropriately.

The aims of the policy on outings within the local community are to:

- enable the children to experience and enjoy a wide range of educational and social situations.
- give the children opportunities to apply their knowledge, understanding and skills.
- offer a broad curriculum and additional teaching opportunities.
- expose the children to other larger groups, different adults and to the wider environment.

Implementation

Planning is essential to achieve a safe, enjoyable outing. The Group Leader is responsible for the planning of any outing and makes sure that:

- the educational purpose of the visit is clear.
- the appropriate number of adults are available
- appropriate food and medication are identified for, and taken on, the visit.
- all procedures for emergencies are known and in place
- appropriate insurance has been arranged.

Parents will be encouraged to participate in outings.

The Board of Governors

For information about the Board of Governors, please visit <http://www.craighalbert.org.uk/board>.



Craighalbert Centre Parents/Staff Association

1. Objects

The objects of the Association are to advance the education of the pupils attending the Craighalbert Centre by

- providing and assisting in the provision of facilities for education at the Centre
- fostering more extended relationships between the staff, parents and others associated with the Centre.

2. Members of the Association

The members of the Association are any parent/guardian of a child currently on the register at the Centre and members of staff.

3. Committee

The management and control of the Association is vested in a Committee, elected annually at the Annual General Meeting, held prior to the Board of Governors Annual General Meeting in October each year:

Members are elected from staff and parents and meetings are held at least once per term.

4. **Activities of the PSA**

- Elect Parent Members Representatives to the Board of Governors
- Arrange fund-raising events for specific purposes
- Arrange social events for families/staff
- Organise informative/educational evenings/courses for families

Family Support and Advocacy Service

The Family Support Worker, who works for the Scottish Spina Bifida Association on a project to support children and young people with motor impairments or allied disorders and their families and carers, offers an independent service to families to provide:

- Information and support in their effort to secure appropriate services for their children.
- Help to ensure their views and feelings are considered when important decisions are being made regarding their child's welfare
- Support to families in the decisions they make
- The offer of unbiased and professional support to enable them to make informed choices

The Friends of the Craighalbert Centre

The Friends of the Craighalbert Centre is the charitable trust for the Centre. All donations made are used specifically for the children, such as the sponsored services (Parent and Baby Group, siblings), the upkeep of the hydrotherapy pool, capital projects, equipment and outings.