



## School Improvement Plan 2023/2024

<b>Priority 1</b>	<b>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.</b>			
<b>NIF Priorities</b>		<b>NIF Key Drivers</b>		
<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing</li> <li>Placing the human needs of every child and young person at the centre of education.</li> </ul>		<ul style="list-style-type: none"> <li>Assessment of Children's Progress</li> <li>School Leadership</li> <li>School Improvement</li> <li>Curriculum and Assessment</li> <li>Teacher and Practitioner Professionalism</li> </ul>		
<b>HIGIOS 4 - Quality Indicators</b>		<b>Health and Social Care Standards</b>		
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		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.		
<b>Outcome</b>	<b>Achieve a full learning picture for each child which will inform personalised activities to challenge and engage.</b>			
<b>Tasks</b>	<b>By when</b>	<b>Impact – what does success look like?</b>	<b>Responsibility</b>	<b>Resources – staff/monetary if necessary</b>
Develop robust assessment, tracking and monitoring throughout all learning stages.	June 2024	<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>	Teachers/LCTPs	Internal INSET Training – Continual consultation and dialogue with learning and therapy staff.

		<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>		
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**Evaluation**

Throughout this year, staff have been supported to find pathways forward when they have felt challenged and unsure of the next step forward. Inservice training has been written and delivered to foster understanding of the Milestones, continuum of engagement and assessment and tracking. The expectation being that staff should present small feedback slots in the April INSET to disseminate their analysis of how their children have progressed against targeted emergent milestone targets and IEP targets.

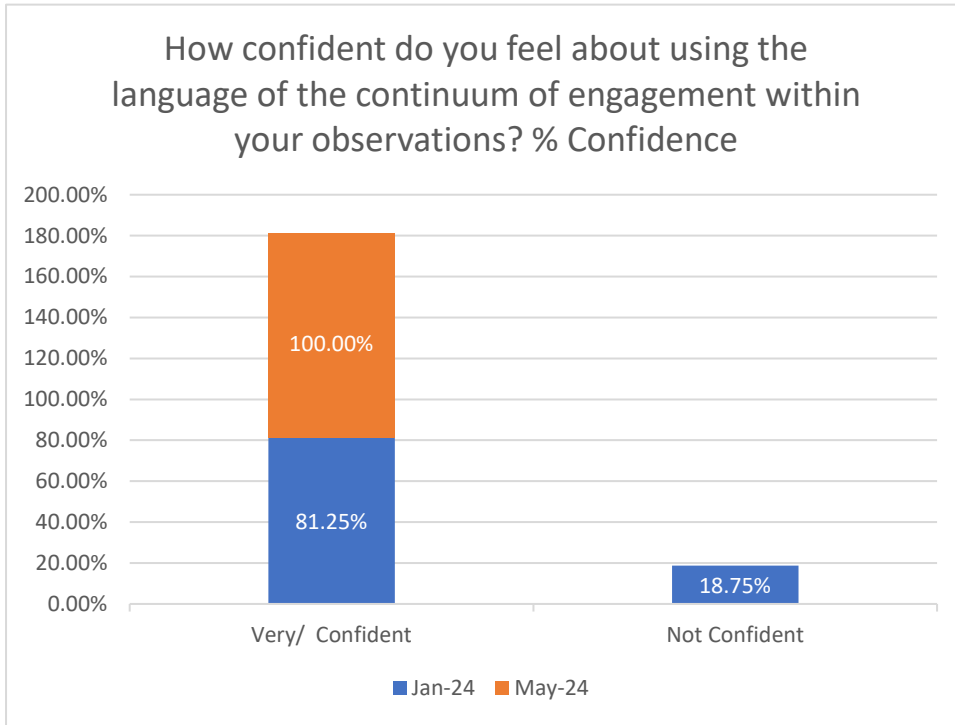
Peer moderation of learning (November, February) allowed teachers to observe new ideas but was non-threatening to those who were new or returning after a period away. It also led to a robust professional, reflective dialogue at an agreed meeting where staff could explore what they liked, ask questions, reflect on their own practice, and think about how they could adapt their own practice to move forward, through the challenges they may have been experiencing. This enabled them to build positive, dynamic learning plans. Staff fed back that this had been a worthwhile exercise, and we repeated this in April 2024 with whole staff when a peer led moderation of assessment and observation was conducted. Staff were required to reflect on their analysis of their observations to foster thinking about next steps and structure of learning. This session was designed to build confidence and knowledge in the moderation process with the aim of identifying the next steps for our learners and understanding how to personalise it to maximise success. This session of moderation for whole staff will be repeated in April 2025.

Observations and analysis are now embedded into practice with protected time on a Tuesday being given to staff to discuss and write. It is the requirement and will be written into the curricular policy that teachers complete three observations per child, per term 1,2 and 3 and two observations per child in Term 4. LCTPs complete 6 observations per term.

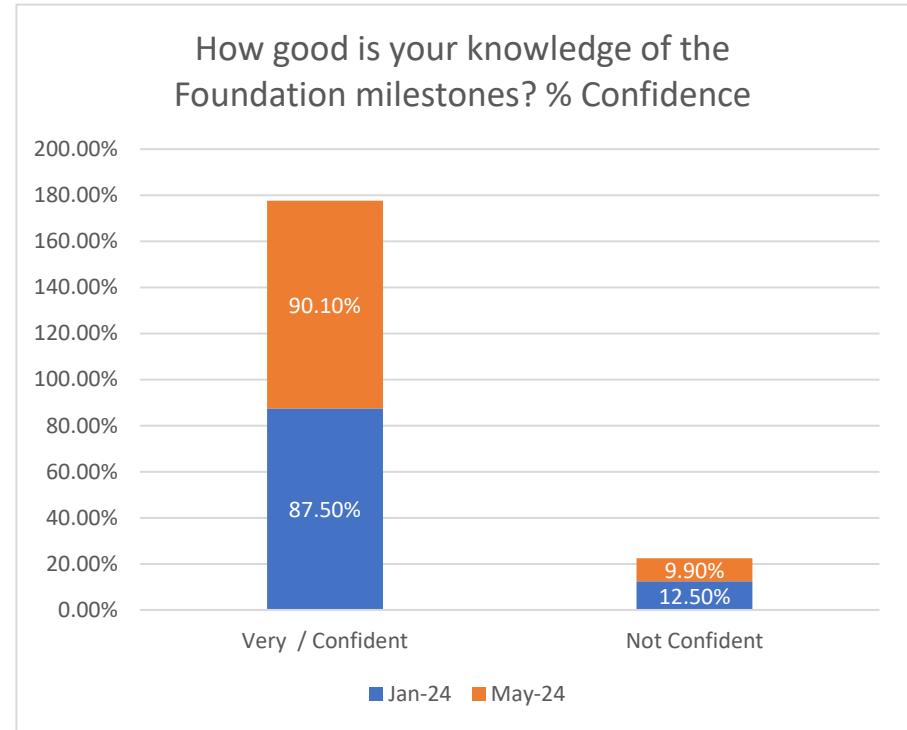
Staff were asked to complete the survey previously sent out in January 2024 to compare the differential in responses and analyse levels of confidence and knowledge.



The results are as follows;



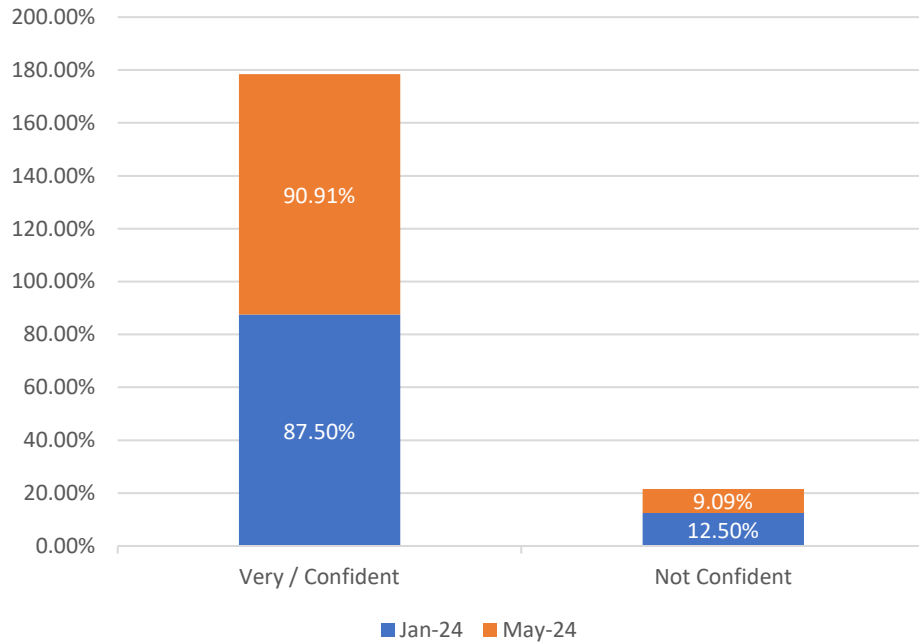
There is a 3% increase in confidence between January and May 2024.



Staff confidence increased by 19% in the use of the continuum of engagement.



How confident do you feel about identifying the supporting milestones to accompany your observation? % Confidence



Staff confidence rose by 3% in the knowledge behind the milestones and how to accurately use them to support an observation.

The staff team were asked the following question within the second survey in May 2024;

*Within your observations, you are expected to analyse what you have observed and advise on the next steps you would do. How confident are you of being able to critically reflect on your observation, your practice, and the next steps you would then design for the child?*

The results were -

- Confident: 63.64%



- Not confident: 18.8%
- Require more training/ support – 9.09%

For those that still do not feel confident, drop-in clinics will still be offered throughout the year to support staff in their critical analysis through continual conversation.

Through continual conversation and critical reflection , staff have agreed that the aims and objectives of assessment at The Craighalbert Centre are;

- *to enable our pupils to demonstrate what they know, understand and can do in their work*
- *to support our pupils to voice what they feel about their work*
- *to allow teachers and class teams to plan work that accurately reflects the needs of each child and can be accurately reflected in their child’s plan outcomes*
- *to provide regular information for parents/carers that enables them to support their child’s learning, informally and formally*
- *to provide the education and therapy teams, our health partners and trustees with information that allows them to make judgements about the effectiveness of the school and to bring about improvement*

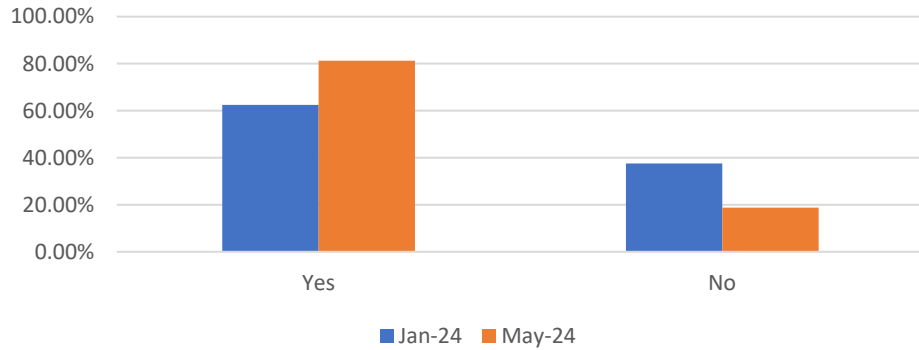
Staff will be supported to extend their digital skills to support all areas of the assessment and tracking software.	June 2024	At present, staff are all at differing levels of knowledge and competency. Staff will show observably increased confidence, understanding, skill level and navigation of frequently used software programmes. They will be able to edit and upload media and convert file types. Survey targeting digital skill competency taken at the start of the 2023/2024 academic year will be repeated at the end of the year. Analysis should show increased confidence and competency. We should see robust observations with appropriate accompanying media as a result.	Teachers/LCTPs	Internal INSET Training – Continual consultation and dialogue with learning and therapy staff.
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**Evaluation**



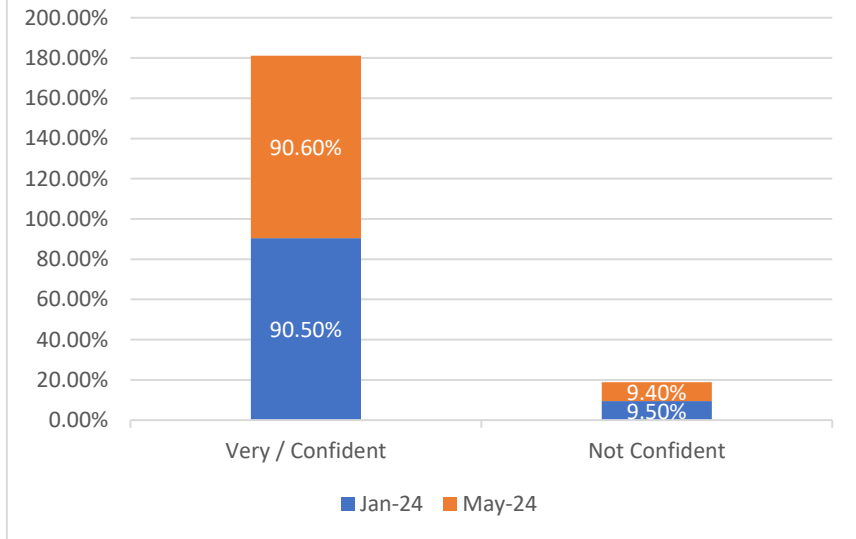
All staff now have a laptop and have participated in B squared training (Evisense – all, Connecting steps – teachers only). Drop-in clinics have been run to assist with upskilling to use basic Centre systems such as calendars, digital folders and recoding templates.

Could you confidently find the foundation milestone baselines for the children in your class within the digital folder of your room?



Staff confidence in how to use the Centre IT system rose by 18% between January and May 2024.

How confident do you feel when using Evisense? % Confidence



To look at this graph it would suggest that confidence remains the same. However, it is important to note that there was an Evisense upgrade in February 2024 which changed the interface and options we could have. Despite significant changes and challenges to the learning of the team, confidence remained the same which would suggest an indirect increase in confidence.



From robust assessment and tracking, each child's plan will be further developed to improve collaborative target setting.	June 2024	For each child, there will be a robust collaborative plan. This plan will be underpinned by the My World Triangle and Shanarri Wellbeing Indicators (GIRFEC). Targets set will link with analysis from educational and therapeutic assessment and tracking to ensure personalised learning programmes can be accessed.	Teachers/Therapists/LCTPs	Collaborative meeting time to be set aside to discuss each child and design achievable short-term targets to support longer term targets.
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**Evaluation**

This has been achieved. Collaborative meeting time was set aside for the team around the child to meet. Robust professional discussion led to a redesign of the template incorporating 'The F Words (functioning, family, fitness, fun, friends and future) which is based on the World Health Organisation ICF Framework. The new template is still underpinned by the GIRFEC Framework but feedback from parents have highlighted, positively, that they can 'see' their child in this new design.

<b>Priority 2</b>		<b>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.</b>		
<b>NIF Priorities</b>		<b>NIF Key Drivers</b>		
<ul style="list-style-type: none"> <li>Improvement in attainment</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> </ul>		<ul style="list-style-type: none"> <li>Curriculum and Assessment</li> <li>Teacher and Practitioner Professionalism</li> <li>Parent/Carer involvement and Engagement</li> <li>School and ELC Improvement</li> </ul>		
<b>HIGIOS 4 - Quality Indicators</b>		<b>Health and Social Care Standards</b>		
1.2 Leadership of Learning 2:2 Curriculum 2.4 Personalised support – Removal of potential barriers to learning 2.5 Family Learning – Engaging families in learning 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners		1.27 I am supported to achieve my potential in education and employment if this is right for me. 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.		
<b>Outcome</b>	<b>All five areas of comprehensive literacy instruction will be embedded into the daily/weekly class timetable.</b>			



Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop a comprehensive approach to emergent literacy instruction, targeting shared reading and writing.	June 2024	<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>	SLT – Lead Teachers and LCTPs to deliver and facilitate	<p>External PODD training for all staff</p> <p>External Emergent Literacy training</p> <p>Internal INSET training led by SLT.</p> <p>Weekly professional dialogue to continue to develop skill level and trouble shoot.</p>
<p><b>Evaluation</b></p> <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 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 feel more confident now but still require weekly after school sessions to target different approaches and keep their skills current.</p>				
Develop opportunities for pupil voice in naturally occurring situations throughout the day.	June 2024	<p>Children are using their awareness of text and language to express themselves and influence their world around them at any point in their day.</p> <p>Increased parental awareness, confidence, and engagement to facilitate and incorporate PODD into all aspects of the child’s life.</p>	SLT – Lead Teachers and LCTPs to deliver and facilitate	<p>External PODD training for all staff</p> <p>External Emergent Literacy training</p> <p>Internal INSET training led by SLT.</p>





				Weekly professional dialogue to continue to develop skill level and trouble shoot.
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**Evaluation**

The increased use of PODD books and the integrated practice of shared reading and writing have significantly amplified pupils' voices in both spontaneous daily interactions and structured learning sessions. More children are now developing a reliable method for communicating 'yes' and 'no,' enabling their communication partners to use auditory scanning to discern their responses. Professional dialogues during INSET sessions, classroom meetings, and our weekly SLT-supported workshops have enhanced staff confidence in utilizing partner-assisted scanning. Additionally, staff training in eye gaze techniques has been beneficial, allowing children to observe modelled communication pathways, thereby learning how to express their needs directly.

To further enhance pupil voice within our school, we aim to achieve the Rights Respecting School Award, Silver, next year. This initiative will support the development of a Pupil Council, fostering a greater sense of autonomy and participation among students.



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"> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<ul style="list-style-type: none"> <li>• Parental/carer involvement and engagement</li> <li>• School Leadership</li> <li>• Teacher and practitioner professionalism</li> </ul>	
<p><b>HIGIOS 4 - Quality Indicators</b></p> <p>1.2 leadership of Learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>Health and Social Care Standards</b></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.  2.20 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.  4.3 I experience care and support where all people are respected and valued.  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  4.13 I have enough time and support to plan any move to a new service.</p>	



4.27 I experience high quality care and support because people have the necessary information and resources.

<b>Outcome</b>	<b>Ensure our young people have a positive destination upon leaving school that crucially will continue their development and support well-being and inclusion.</b>			
<b>Tasks</b>	<b>By when</b>	<b>Impact – what does success look like?</b>	<b>Responsibility</b>	<b>Resources – staff/monetary if necessary</b>
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.</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	All staff

**Evaluation**

This year, we faced challenges in the transition planning process due to the non-attendance of adult services at crucial meetings. Despite these difficulties, significant steps were taken to support the young person’s transition to a new day centre during Term 4.

1. **Familiar Staff Support:** The young person was accompanied by familiar staff during visits to the new day centre, ensuring a smoother transition.
2. **Centre Staff Involvement:** Staff from the new centre visited 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. Based on staff discussions and experiences this year, the following improvements have been proposed:

- **Integration of Documents:** It is recommended that the Child’s Plan be recognized as the primary transition document, with the communication passport incorporated within it, rather than as separate entities.



- **Increased Young Person Involvement:** To ensure the young person has a more active role in their transition, it is suggested they provide clear input at each stage. This includes participating in the paperwork and having a platform to express their opinions.

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.		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing</li> </ul>		<ul style="list-style-type: none"> <li>School Leadership</li> <li>School Improvement</li> </ul>		
<b>Quality Indicators</b> 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		<b>Health and Social Care Standards</b> 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. 2.3 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.		
<b>Outcome</b>	<b>Students of our senior phase class will develop their learning and skills, generalising them to a wider environment.</b>			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop opportunities for generalisation of skills for lifelong learning in unfamiliar settings.	June 2024	Senior Phase students will attend and experience a residential adventure trip in 2024. Senior phase students will gain an SQA National 1 award (Personal development: Residential experience).  Staff will be confident in their approaches to support students to use their communication to foster independent voice, choice and decision making.  Parent/ carer feedback to inform on next steps.	Senior Phase Teacher CLT Identified LCTPs Parents/carers	Cost of Residential dependent on numbers attending.



## Evaluation

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.

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 (see below), has been overwhelmingly positive.

## Bendrigg 15th - 19th April 2024 Parents/Carers Feedback

### 1. Page 1

#### 1. What did you find most rewarding or enjoyable about the Bendrigg residential trip?

Answer Choices			Response Percent	Response Total
1	Open-Ended Question		100.00%	4
1	07/05/2024 13:25 PM ID: [REDACTED]	Seeing my daughter manage activities that I didn't ever imagine seeing her achieving was the best feeling ever		
2	14/05/2024 08:57 AM ID: [REDACTED]	Everything was enjoyable but our children to have opportunities like this was un imaginable		
3	14/05/2024 09:57 AM ID: [REDACTED]	It was so inspiring and unbelievable to see the incredible activities that the children took part in. [REDACTED] face, as he accomplished things that I'm sure he never imagined doing, was one of life's best experiences.		
4	14/05/2024 10:07 AM ID: [REDACTED]	Activities which are not normally available particularly canoeing and working with staff in an out of school setting		
			answered	4
			skipped	0

## 2. Was there any aspect of the trip that you did not enjoy or found challenging? Were these addressed?

Answer Choices			Response Percent	Response Total
1	Open-Ended Question		100.00%	4
1	07/05/2024 13:25 PM ID: [REDACTED]	No everything perfect		
2	14/05/2024 08:57 AM ID: [REDACTED]	No nothing		
3	14/05/2024 09:57 AM ID: [REDACTED]	I found it challenging that parents were to attend. Cause of work I felt bad that I couldn't attend. [REDACTED] been on trips before with scouts and Newman trust on his own. I think this is important for all children. The independence is a real experience and can be possible even for children with complex needs.		
4	14/05/2024 10:07 AM ID: [REDACTED]	No, every possible problem had been planned for in advance		
			answered	4
			skipped	0

## 3. What changes could the centre consider to improve future trips?

Answer Choices			Response Percent	Response Total
1	Open-Ended Question		100.00%	4
1	07/05/2024 13:25 PM ID: [REDACTED]	Everything covered staff where amazing looked after me and my daughter		
2	14/05/2024 08:57 AM ID: [REDACTED]	Can't think of any but more trips like this would be good for all of the children		

3	14/05/2024 09:57 AM ID: [REDACTED]	I can't thank you all enough for the trip and the organisation. I'm so impressed with it all. Only change would be possibly parents not having to attend.
4	14/05/2024 10:07 AM ID: [REDACTED]	Difficult to think of anything
		answered 4
		skipped 0

#### 4. Did you feel there was the correct skill mix of staff attending the trip?

Answer Choices		Response Percent	Response Total
1	Open-Ended Question	100.00%	4
1	07/05/2024 13:25 PM ID: [REDACTED]	Yes all staff where amazing they all did different activities with the kids and made them enjoy the experience	
2	14/05/2024 08:57 AM ID: [REDACTED]	Yes	
3	14/05/2024 09:57 AM ID: [REDACTED]	Yes ideal. Thanks so much.	
4	14/05/2024 10:07 AM ID: [REDACTED]	Yes, we can't praise the staff highly enough. They offered help at every opportunity	
		answered 4	
		skipped 0	





5. Did you feel adequately prepared and supported during the trip? If not, please specify how support could have been improved.

Answer Choices			Response Percent	Response Total
1	No		0.00%	0
2	Yes	<div style="width: 100%; height: 15px; background-color: orange;"></div>	100.00%	4
			answered	4
			skipped	0
Comment: (1)				
1	14/05/2024 10:07 AM ID: [REDACTED]	The level of preparation both by the centre and school staff was superb		

6. Were there any safety concerns that were not adequately addressed during the residential trip? If yes, please specify.

Answer Choices			Response Percent	Response Total
1	No	<div style="width: 100%; height: 15px; background-color: blue;"></div>	100.00%	4
2	Yes		0.00%	0
			answered	4
			skipped	0

7. Did you learn anything from your child/young person during the trip that you found insightful or surprising?

Answer Choices			Response Percent	Response Total
1	Open-Ended Question		100.00%	4



1	07/05/2024 13:25 PM ID: [REDACTED]	She has no fear and would give everything a go and she fell asleep on the canoe must have been very relaxed , [REDACTED] coped well outwith her own bed and surroundings she enjoyed being with the staff and having sleepover with the kids always had a good morning for everybody
2	14/05/2024 08:57 AM ID: [REDACTED]	Yes how children were so calm amd relaxed in all the activities
3	14/05/2024 09:57 AM ID: [REDACTED]	I'm inspired and surprised by what [REDACTED] can do. It's made me try new things with him. We've started taking the bus everywhere. A small thing I know, but it's changed my attitude to more 'we can do this [REDACTED]!'
4	14/05/2024 10:07 AM ID: [REDACTED]	Her tolerance with all the setting up and safety procedures
		answered 4
		skipped 0

All staff advised that they would want to participate in future residential trips with the children.

Parent/ Carer and staff feedback was such that we have booked another residential week at Bendrigg for May 2025.