



Craighalbert Centre

Enabling Children to Achieve

School Improvement Plan 2025-2026

School Improvement Plan 2024/2025

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| Priority 1 | Delivery of high-quality holistic learning and development opportunities through effective and efficient collaborative working practices (inter-disciplinary assessment, planning, delivery, evaluation and reporting). | |
| 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"> Parental engagement. Assessment of children's progress. Performance information. | |
| HIGIOS 4 - Quality Indicators | Health and Social Care Standards | |
| 1.5 management of resources to promote equity. 2.2 Curriculum. 2.3 Learning, teaching and assessment. 2.4 Personalised support. 2.5 Family learning. 2.7 Partnerships. 3.1 Ensuring wellbeing, equality and inclusion. 3.2 Raising attainment and achievement. | 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. | |
| National and International Drivers | UNCRC right to education, rights to be heard, rights of child with disability, right to play Global Report on Assistive Technology, World Health Organization and the United Nations Children's Fund (UNICEF), 2022 Current Scottish Government Curriculum Improvement Cycle | |
| Links with Strategic Centre Plan | Curriculum Strategy | |

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| | | | Assistive technology Strategy AAC Strategy | |
| Outcome | Delivery of high-quality holistic learning and development opportunities through effective and efficient collaborative working practices (inter-disciplinary assessment, planning, delivery, evaluation and reporting). | | | |
| Tasks | By when | Impact – what does success look like? | Responsibility | Resources – staff/monetary if necessary |
| Gather baseline data | August 2025 | Up-to-date Information: All relevant data has been gathered, and each Child’s Plan has been reviewed and updated as needed. This ensures planning is based on the most current understanding of the child’s strengths, needs, and progress. | Alison Phillips | Protected Time on both select Friday afternoons and INSET days. |
| Timetable routine TAC meetings throughout year | August 2025 | | Alison Phillips | |
| Update child’s plans parts 3-5 | August 2025 | | | |
| Draft template to support inter-disciplinary individual and class timetables | September 2025 | Personalised Learning: The template makes it easier to identify key staff allocation throughout the day. | All TAC Lead professionals | |
| Pilot interdisciplinary individual and class timetables. | October 2025 | Responsive to Feedback: Reflective conversations held during the pilot phase have been listened to, and meaningful adjustments have been made to improve the template. This ensures the final version is practical, user-friendly, and fit for purpose. | Allison Phillips Katie MacDonald Curriculum Development Group | |
| Evaluation | | | | |

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| Pilot cooperative delivery of inter disciplinary and individual class timetables. | December 2025 | Purposeful Design: The planning template is carefully designed to create clear links between Parts 3, 4, and 5 of the Child's Plan. It reflects the priorities outlined in Priority 2 and 3, supporting a more coherent and connected approach to support planning. | Katie McDonald | Engagement with HMI for feedback on proposed interdisciplinary planning template. |
| Draft template to support interdisciplinary lesson planning | December 2025 | Responsive to Feedback: Reflective conversations held during the pilot phase have been listened to, and meaningful adjustments have been made to improve the template. This ensures the final version is practical, user-friendly, and fit for purpose. | Members of Curriculum Development Group | |
| Evaluation | | | | |
| Timetable regular parental participation in in-school learning and development experiences. | March 2026 | <p>A clear and manageable timetable if in school opportunities is in place, offering a variety of ways that parents can get involved throughout the school year.</p> <p>There is a noticeable increase in participation from a broader range of parents and carers – not just those who regularly engage.</p> <p>Participation is clearly linked to learning goals. There is an observable shift in parents thinking – they are now more confident in supporting their child's learning and are engaging in home learning activities.</p> | <p>Katie McDonald</p> <p>Head of Learning</p> <p>Members of Curriculum Development Group</p> | |

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| Pilot children/ young people's evaluation of own learning | March 2026 | <p>Feedback from parents and carers has allowed the timetable to be flexible and adaptable, informed by what has worked well and what could be improved.</p> <p>Underpinned by the UNCRC – particularly Articles 12, 13, and 23</p> <p>The child and young person's preferred method of communication is used to enable every learner to share their experiences, preferences, and feelings about their learning.</p> <p>Children's views—however they are expressed—are recognised as valid and valuable. Their feedback helps shape future learning experiences and planning.</p> <p>Staff confidence grows in gathering and responding to pupil voice from learners with complex needs. There is clear evidence that insights from the pilot influence practice, demonstrating a commitment to listening and adapting based on what children communicate.</p> | Allison Phillips | |
| Gather end-of- project data | June2026 | <p>Priority Outcomes and Tasks are evaluated and recommendations set for following year.</p> <p>Curriculum and IDL Policy Updated as appropriate</p> | Head of Learning | |
| Evaluation | | | | |

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| Priority 2 | <p>To empower our learners to reach their full potential and perform to the best of their abilities, regardless of their disabilities through the use of assistive technology (any item , product or system that increases, maintains or improves the functional capabilities of a person with a disability).</p> <p>We aim to reduce barriers to learning and increase opportunities for independent participation across all areas of curriculum delivery.</p> | |
| NIF Priorities | NIF Key Outcomes | |
| <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. • Improvement in attainment | <ul style="list-style-type: none"> • Inclusive and relevant curriculum and assessment • An education system engaging in digital technology to enhance all aspects of learning and teaching • Highly skilled staff driving excellent learning, teaching and assessment for all. • Increased engagement in learning and a culture of dignity and respect for all. | |
| HIGIOS 4 - Quality Indicators | Health and Social Care Standards | |
| 1.2 Leadership of Learning 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 2.7 Partnerships 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners | 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. 1.25 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. | |

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| National and International Drivers | | UNCRC right to education, rights to be heard, rights of child with disability, right to play Global Report on Assistive Technology, World Health Organization and the United Nations Children’s Fund (UNICEF), 2022 Current Scottish Government Curriculum Improvement Cycle | | |
| Links with Strategic Centre Plan | | Assistive Technology Strategy AAC strategy | | |
| Outcome | All pupils for whom physical access is a barrier to learning will have a clearly established method of access in place. Assistive technology (AT) will be integrated across all areas of the curriculum to maximise participation and support independent learning. Staff will have the skills, knowledge and confidence needed to support the effective use of this technology and help pupils progress. | | | |
| Tasks | By when | Impact – what does success look like? | Responsibility | Resources – staff/monetary if necessary |
| Create a clear, shared understanding of what successful AT integration looks like across the centre (Augmentative and Alternative Communication (AAC), curriculum, Motor Activity Training | Dec 2025 | All those aligned to the Centre (children, staff and parents) will be asked to contribute to the vision statement for the development of the AT strategy and centre overall. Success will be defined in measurable observations for both centre view (staff, building, infrastructure) and child view (increased student participation, independence, academic achievement, wellbeing). Development of an action plan and measurable goals for AT implementation. | OT and SLT AT Development Group (cross team working with both Learning and AHP representatives) CTs and LCTPS Parents | Survey Professional dialogue Input from Pupil and parent Council |

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| Programme (MATP), and play). | | <p>Evidence of AT integration into curricular activities – collaborative planning across Learning and Allied Health Professionals (AHP) teams.</p> <p>Development of child led SMART goals that enable skills development to support curricular access and life skills.</p> | | |
| Evaluation | | | | |
| Ensure all staff have the necessary capabilities to implement AT effectively and where gaps identified the development of an action plan | May 2025 | <p>A workforce skills and gap analysis will be completed, alongside an action plan to shape the longer-term role mix and responsibilities across the centre's workforce. This will be aligned with the <i>Slaughter, 2025 Competency Framework</i>, including a focus on IT literacy. (Slaughter, R., Griffiths, T., Birchall, B., Green, D., Leckenby, K. and McIntyre, F., 2025. Developing a competency framework for effective assistive technology training. <i>All-Party Parliamentary Group for Assistive and Accessible Technology (ATech) Spring Reception</i>).</p> <p>A baseline staff survey will be conducted to measure confidence and perceived competence, with plans to repeat the survey to demonstrate improvement. Findings will inform Personal Development Plans and support continuous professional growth.</p> <p>All class-facing staff will be confident in implementing each child's individual Assistive</p> | <p>Development Group</p> <p>CTs and LCTPS</p> <p>OT and SLT</p> | <p>Consultancy fee with Rohan Slaughter to be negotiated. If this proves difficult, identification of another suitable candidate with similar skill set should be sought.</p> |

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| | | <p>Technology (AT) profile to support curricular access. This will be observable in daily practice.</p> <p>Staff will also be able to identify when a child's access needs require review, adjustment, or increased challenge to ensure support remains tailored to individual needs. This will be reflected in child observation records.</p> <p>A comprehensive programme of Continuing Professional Development (CPD) will be developed. This will include self-directed reading, existing online resources, and a structured series of CPD sessions for both current and incoming staff.</p> <p>Shared learning and successes will be captured and promoted through the school website, presentations at conferences, and contributions to Education Scotland, as part of the ongoing journey towards excellence.</p> | | |
| Evaluation | | | | |
| Complete the Assistive Technology (AT) baseline and profile for all learners who require alternative | May 2025 | <p>Success will look like:</p> <ul style="list-style-type: none"> An AT baseline assessment completed for each individual child, alongside an accompanying Assistive Technology (AT) profile. This will include prescribed hardware, clearly identifying individual access methods, strengths, and areas | Occupational therapists (OT) in collaboration with class staff | |

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| access, ensuring that clear goals and tracking methods are in place as part of the Child's Plan and educational observations. | | <p>requiring support or development, forming part of a progressive learning pathway.</p> <ul style="list-style-type: none"> All children will have an identified means of independently accessing curricular activities using AT. This will be evidenced through individual AT profiles and reflected in lesson planning. Impact will be evaluated through the level of engagement children demonstrate in their learning. Engagement will be tracked throughout the year using the existing platform, <i>Evisense</i>. In addition, we will seek feedback from staff, parents, and the wider team to understand the broader impact on learning and participation. A review of outcome measures and AT pathways will be undertaken to ensure we are effectively tracking progress over time. | <p>Occupational therapists (OT) in collaboration with class staff</p> <p>All staff during moderation activities</p> <p>OT, SLT and AT cross team development Group</p> | |
| Evaluation | | | | |
| Development of classroom environment that embeds AT opportunities . | May 2025 | <p>Stage One:</p> <ul style="list-style-type: none"> A clearly outlined, staged Smart Classroom project plan. Identification of key resources, including physical equipment, staff skills, people, | OT and Learning Team | Financial outlay for products/hardware/software. |

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| | | <p>software, and relevant partners or stakeholders.</p> <p>Stage Two:</p> <ul style="list-style-type: none"> • Evidence of collaborative lesson planning, clearly detailing access methods and how Assistive Technology (AT) is embedded within curricular activities. • Development of AT-supported educational and activity resources tailored to individual children's needs, alongside the creation of reference materials to support ongoing development. <i>(This may be supported through collaboration with a Glasgow Caledonian University Occupational Therapy (GCU OT) student placement.)</i> | | |
| Evaluation | | | | |
| <p>A school and centre infrastructure analysis completed to identify enablers and barriers to the effective use of Assistive Technology (AT), informing future planning and investment.</p> <p>A clearly articulated</p> | May 2025 | <p>Analysis and Planning – Success will look like:</p> <ul style="list-style-type: none"> • A comprehensive infrastructure analysis completed, with an accompanying action plan that clearly identifies responsibilities, key milestones, and regular check-in points to monitor and review progress. • The Assistive Technology Strategic Paper published, setting out the shared vision, priorities, and next steps for embedding AT effectively across practice. | <p>Head of Corporate Services Head of Learning OT Lead OT with responsibility for Assistive Technology</p> | <p>External consultation and support with skills and knowledge base- associated fee</p> |

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| Assistive Technology strategic paper, outlining vision, priorities, and actions to support sustainable and inclusive use of AT across settings. | | | | |
| Evaluation | | | | |

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| Priority 3 | Embed literacy within a holistic communication and curriculum framework, ensuring it is not treated in isolation but recognised as a core element of each learner's broader learning and development journey. (This priority is linked with Priorities 1 and 2) | |
| NIF Priorities | NIF Key Drivers | |
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| HIGIOS 4 - Quality Indicators | Health and Social Care Standards | |
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| | | Global Report on Assistive Technology, World Health Organization and the United Nations Children’s Fund (UNICEF), 2022. Current Scottish Government Curriculum Improvement Cycle. | | |
| Links with Strategic Centre Plan | | Reviewing and embedding new curriculum Assistive Technology Plan | | |
| Outcome | Staff confidence and competence in delivering literacy instruction within a wider AAC culture will be strengthened through targeted CPD and peer support, with a particular focus on conventional literacy approaches for learners progressing in their literacy development. At the same time, literacy will become more accessible for learners with complex physical needs through the development and implementation of assistive technology solutions, such as a Grid-based interface or similar system. This will enable independent exploration and selection of books by theme, category, or interest, using individual access methods (e.g. eye gaze, switches, auditory scanning). | | | |
| Tasks | By when | Impact – what does success look like? | Responsibility | Resources – staff/monetary if necessary |
| Skills and Development Review staff skill levels and confidence in literacy instruction within AAC. Identify gaps, with particular focus on conventional literacy instruction for progressing learners | October 2025 November 2025 Jan 2026 | Success will look like: <ul style="list-style-type: none">Literacy integrated across the day: Staff collaboratively planning for literacy opportunities to be embedded into daily routines, transitions, play-based learning, and curricular tasks—ensuring that literacy is viewed as a whole-day, cross-contextual experience.Learner voice embedded in planning: Staff more skilled and confident in recognising and capturing learners’ views and preferences using AAC, symbols, choice-making, and observations. This information directly informs the selection of texts, themes, and literacy activities. | SLT CTs and LCTPs AHPs | All front facing staff External training if required. |

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| <p>Design and deliver/source targeted CPD sessions</p> <p>Use surveys, observations, or reflective tools to assess changes in staff confidence and practice.</p> | May 2025 | <ul style="list-style-type: none"> Staff demonstrating increased confidence in adapting literacy activities to suit individual learners' communication profiles and access needs. | | |
| Evaluation | | | | |
| <p>Delivery</p> <p>Embed collaborative planning across Priorities 1 and 2 to ensure that literacy opportunities are meaningfully integrated throughout the day, and that all learners are supported to express their views and preferences in ways that inform daily literacy experiences and decision-making.</p> | May 2025 | <ul style="list-style-type: none"> Literacy opportunities are planned and embedded across the day, not limited to standalone lessons, and are clearly visible in routines, transitions, play, and curricular activities. Collaborative planning meetings include contributions from teaching staff, therapists, and support staff, ensuring a shared approach to literacy and communication. Learners' views and preferences—expressed through spoken language, AAC, or other communication methods—are actively gathered and used to shape literacy content, materials, and approaches. Planning documentation and classroom practice show alignment with both Priority 1 (Collaborative planning within Child's Plan) and | SLT CTs and LCTPs AHPs | <p><i>All front facing staff</i></p> <p><i>BSquared software</i></p> <p>Staff exchange programme with The Royal Blind School</p> |

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| | | <p>Priority 2 (assistive technology to support access and voice).</p> <ul style="list-style-type: none">• Learners are more engaged in literacy activities across different parts of the school day, as evidenced through observations, learner voice tools, and platforms like Evisense. | | |
| Evaluation | | | | |