

The Scottish Centre for Children with Motor Impairments



Craighalbert Centre
Enabling Children to Achieve

Numeracy Policy

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Numeracy Policy

1. Introduction

The curriculum at The Scottish Centre for Children with Motor Impairments (the Craighalbert Centre) provides a unified and continuous learning experience from early childhood through to young adulthood, carefully tailored to meet the needs of children and young people with complex communication, learning, health, and care needs.

Rationale

At the Craighalbert Centre, we aim to ensure that our children and young people have access to high quality numeracy education, tailored to their specific needs and abilities.

We understand that development in numeracy is essential in all areas of life. Therefore, we are committed to developing and challenging each pupil's potential to ensure maximum outcomes. Recognising that many of our pupils may lack early mathematical experiences, we strive to provide appropriate opportunities to develop foundational skills and early concepts necessary for future learning. All teachers and the extended multi-disciplinary team within the Centre have a responsibility to promote the development of numeracy.

Every child and young person are entitled to a broad, balanced and enriched curriculum through which numeracy can be experienced, explored and developed.

This policy document is intended to provide clear guidance on our numeracy aims, structure, and implementation, ensuring a consistent and high-quality educational experience for all learners. This policy sits within the wider policy structure of the Curriculum Policy and Interdisciplinary Learning Policy.

United Nations Convention on the Rights of the Child (UNCRC)

The Craighalbert Centre's curriculum is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC). It reflects a commitment to safeguarding the dignity of every child, promoting their rights to inclusive, high-quality education, and empowering them to reach their fullest potential. In particular:

- Article 2 - All children have equal access to their rights
- Article 12 - All children should have a voice and be supported at all times, to develop and use it.
- Article 13 -All children should have a voice to express their thoughts, wishes and wants freely and for this to be heard and respected.
- Article 23 - my position and access methods should be identified to maximise learning opportunities.
- Article 28 -When education programmes are designed for children, they should reflect best position and access methods to ensure learning design is fully accessible.
- Article 31 - All children should have opportunities to access play and social time throughout their day.

What can numeracy provide?

Numeracy provides pupils with the tools for exploring, investigating and understanding their world. Pupils will explore and engage in all areas of numeracy at levels appropriate to their individual developmental needs. **The teaching of numeracy must be as realistic and contextualised as possible.** Pupils begin accessing mathematical learning through sensory exploration and play with opportunities gradually becoming more concrete, pictorial and then abstract. Numerical language is interwoven and taught explicitly. We strive to create contextualised and realistic learning opportunities throughout the day to

develop our children and young people's foundational numeracy skills. These include:

- Number identification
- counting
- Representation of number and counting with one-to-one correspondence
- Number conservation
- Measurement concepts such as identifying things which are bigger/smaller and quantities more/less
- Time and shape
- Patterning
- Understanding the effects of types of operations such as adding and subtracting
- Positional language such as straight on, left and right, on, up and down.

2. What do we aim to do?

- To develop early concepts in numeracy to help pupils to explore everyday life.
- To promote positive attitudes towards numeracy and promote enthusiasm for numeracy in school
- To create an awareness of the relevance of numeracy within the whole curriculum and everyday life.
- To build confidence and competence in using number.

Specific Objectives:

- To align with Curriculum for Excellence and Foundation Milestones
- To use numeracy to communicate information
- To develop numeracy understanding through practical tasks, play, enquiry and experiment

- To provide breadth and balance of numeracy activities for all children
- To provide a differentiated and personalised numeracy curriculum to meet the needs of all the children through the continuity of experiences
- To ensure a progressive development of numeracy concepts, knowledge, skills and attitudes.

Children engaging in education in the Craighalbert Centre's Nursery, Primary and Secondary classes have considerable challenges and we are committed to:

- providing appropriate numeracy experiences for all pupils throughout all stages in their learning.
- using assessment to monitor pupils' progress and to inform future planning.
- providing all pupils with opportunities to experience success and to be challenged in a meaningful and relevant way.

3. How do we organise numeracy within the curriculum?

For us to achieve the identified aims, the teaching of numeracy and mathematical concepts is interwoven throughout the school day to ensure that our children and young people receive maximised opportunities to learn from repetition of concepts. At present our numeracy is planned in line with Curriculum for Excellence within the Foundation Milestones framework and in an interdisciplinary manner. However, numeracy can be planned at any level of Curriculum for Excellence if assessment has shown that this is required. Learning plans and approaches will be developed collaboratively with the multi-disciplinary team around each child or young person and personalised appropriately. For example;

Personalised Pacing

- Implement flexible lesson structures that allow for frequent breaks and varied activity durations
- Use a "chunking" approach, breaking complex concepts into smaller, manageable parts

- Allow extra processing time for pupils
- Present numeracy concepts using a combination of visual, auditory, and kinaesthetic methods
- Utilise visual aids such as colour-coding, concrete and visual materials to support understanding
- Incorporate tactile experiences where possible, using adapted manipulatives for those with limited motor skills.

Augmented and Alternative Communication (AAC) Integration

- Design numeracy activities that can be completed using various AAC devices.
- Teach numeracy language pathways for AAC users to participate in discussions and problem-solving.

Adaptive Physical Strategies

- Use larger print, high-contrast materials, or digital zoom features for pupils with visual impairments
- Employ slant boards, page stabilisers, or digital devices for those with difficulty manipulating traditional materials
- Integrate eye-gaze technology for selection and interaction in numeracy tasks
- Simplify layouts and reduce visual clutter to aid focus
- Use clear, concise language in instructions and examples

Technology-Enhanced Instruction

- Incorporate virtual manipulatives for those who struggle with physical objects

Real-World Application Focus

- Connect numeracy concepts to pupils' daily experiences, including medical routines when appropriate
- Use problem-based learning scenarios that reflect real-life situations pupils may encounter
- Incorporate numeracy across the day to reinforce practical applications

Multisensory Reinforcement

- Use rhythmic patterns or songs to teach number sequences or mathematical rules
- Incorporate movement-based activities for those who are able, to reinforce concepts kinaesthetically
- Utilise scented markers or textured materials to add sensory dimensions to numeracy tasks

Emotional and Motivational Considerations

- Incorporate pupils' interests into numeracy activities to increase engagement
- Use positive reinforcement strategies tailored to individual preferences and needs
- Provide options for demonstrating knowledge to reduce anxiety and build confidence

Multi-Disciplinary Approach

- Collaborate with the team around the child or young person to incorporate motor skill, switch access or AAC development into numeracy activities, where appropriate

- Work with the team around the child to reinforce numerical vocabulary and concepts

Coordinate with the team around the child to integrate numeracy into all aspects of child and young person's life such as turning left or right when a child is using the Drive Deck, counting the amount of liquid we draw up a syringe and matching it to a number or exploring colour and pattern during Forest School.

By employing these diverse, personalised and adaptive teaching methods, we aim to create an inclusive numeracy learning environment that accommodates the wide range of needs presented by pupils with complex learning, communication, health and care needs. This approach ensures that each pupil can engage with and explore numeracy concepts in a way that is accessible and meaningful to them.

4. How do we personalise our approaches to make sure we are getting it right?

Assessing numeracy skills in children with complex neurological and physical needs requires a highly individualised and flexible approach. Staff teams will employ a combination of methods tailored to each child or young person's specific abilities and challenges. Observation during daily activities and adapted tasks would play a crucial role, allowing staff to gauge understanding and application of numeracy concepts in practical contexts. For AAC users or those with limited motor skills, staff teams may use eye-gaze technology, assistive technology, or AAC devices to conduct assessments. Staff teams should collaborate closely to design assessments that accommodate physical limitations while accurately measuring numeracy knowledge within the area of making connections. Staff teams will maintain detailed records of each pupil's progress against the Foundation Milestones or Pre -Early, noting not only correct responses but also strategies used, levels of independence, and any patterns in errors in the form of observations on our digital platform, B squared. This comprehensive approach to assessment provides a nuanced understanding of each pupil's skills development in early concepts and the connections they are making. This allows teachers to identify specific areas for development and inform targeted, appropriate next steps in their learning journey.

Children's Rights and Wellbeing Assessment stage



1 - Screening

<p>Name of Policy/Measure</p>	<p>Numeracy Policy</p>		
<p>Description of overall aims</p>	<p>To ensure that all children and young people have meaningful and relevant learning experiences through:</p> <ul style="list-style-type: none"> • A numeracy approach that is designed to address the diverse and complex needs of our pupils • A numeracy approach that is personalised, flexible and holistic • A numeracy approach underpinned by an MDT approach to ensure essential life skills, communication development and health therapies. 		
<p>What aspects of the policy/ measure will affect children and/ or young people?</p>	<p>This policy is one of a package of policies relating to the education and learning experiences of children and young people engaging with our programmes.</p>		
<p>What is the likely impact, direct/ indirect, of the policy/ measure on children and/ or young people?</p>	<p>Positive</p> <p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p>Neutral</p> <p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p>Negative</p> <p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to</p>

			comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly
Which groups of children/ young people will be affected?	Children and young people aged 3-19 who attend Craighalbert for education.		
Is a CRWIA required? Explain rationale for this decision.	<p>CRWIA NOT required.</p> <p>Policy and procedures underpinned by UNCRC, in particular;</p> <ul style="list-style-type: none"> ● Article 2 - All children have equal access to their rights ● Article 12 - All children should have a voice and be always supported, to develop and use it. ● Article 13 -All children should have a voice to express their thoughts, wishes and wants freely and for this to be heard and respected. ● Article 23 - my position and access methods should be identified to maximise learning opportunities. ● Article 28 -When education programmes are designed for children, they should reflect best position and access methods to ensure learning design is fully accessible. ● Article 31 - All children should have opportunities to access play and social time throughout their day. 		
Signed	<i>Head of Learning</i>		
Date	13/04/2026		



Craighalbert Centre

Enabling Children to Achieve



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

The Scottish Centre for Children with Motor Impairments

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