



# **School Improvement Plan 2024-2025 Evaluated (June 2025)**

## School Improvement Plan 2024/2025

Priority 1	To empower our learners to reach their full potential and perform to the best of their abilities, regardless of their disabilities.			
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 achievement, particularly in literacy and numeracy.</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 and ELC Improvement</li><li>Curriculum and Assessment</li><li>Teacher and Practitioner Professionalism</li><li>Performance Information</li></ul>		
HIGIOS 4 - Quality Indicators 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		Health and Social Care Standards 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.		
Outcome	To create a bespoke curriculum, based on play, exploration and communication that will meet the needs of all our children. It will be meaningful and relevant to the children, whilst giving teachers and practitioners the scope to follow each child’s highly personalised learning style.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Design a set of values and an ethos for this curriculum based on the statement, ‘Be more’	Dec 2024	All those aligned to the Centre (children, staff and parents) will be asked to contribute what they feel is a critical component of the foundations of a curriculum.	Development Group CTs and LCTPS Parents	Survey Professional dialogue Input from Pupil Council.

## Evaluation

Staff built on our Centre's core values – being child-centred, kind, ambitious, inspirational, and collaborative – by embedding them into our curriculum. Through thoughtful and wide-ranging discussions involving our development group (including education and health professionals), the Parent Council, and members of the wider community, we agreed that our curriculum should be inclusive, engaging, confidence-building, fun, meaningful, personalised, and designed to build independence and resilience while helping every learner reach their full potential.

These conversations also led to the development of our 'Be more...' statement, which evolved into our Pupil Promise Charter. This charter was created in collaboration with our Pupil and Parent Councils and is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). It reflects our commitment to placing pupil voice, participation, and agency at the heart of everything we do.

Our curriculum is likewise shaped by the principles of the UNCRC, ensuring that every child's right to education, inclusion, and success is fully supported. Copies of our Centre values, curriculum values and the Pupil Promise Charter can be found in our new Curriculum Policy, pages 5 and 6 which is published on our website.

Investigate the different types of learning our children display and create a curriculum model around communication, interaction, functional movement, making connections and sensory. All underpinned by achieving highest level of independence and pupil voice possible.	May 2025	<p>The curriculum should be:</p> <ul style="list-style-type: none"><li>- Tailored and relevant to children's individual needs</li><li>- A curriculum where every child should experience success</li><li>- Based on strengths and motivations</li><li>- Engaging, exciting, thought provoking, challenging, relevant and fun</li><li>- Meaningful</li><li>- In line with the longer-term outcomes for learners in preparation for life after school.</li></ul>	Development Group CTs and LCTPS	<p>Survey Professional dialogue Input from Pupil Council.</p> <p>Staff member to attend 'Communication Matters' Conference - 8-10<sup>th</sup> September 2024 and disseminate back to wider staff team.</p>
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Evaluation

Over the course of the 2024–2025 academic year, significant progress has been made in developing a robust and inclusive curriculum, underpinned by a strong commitment to professional learning. Recognising that meaningful curriculum reform must be grounded in sound pedagogy, leadership prioritised the upskilling of staff to ensure they had the knowledge, tools, and confidence to deliver high-quality, individualised learning experiences.

A full academic year was dedicated to professional development focused on deepening staff understanding of pupil engagement and milestone development. This was achieved through a blend of formal training and peer-led learning sessions, helping staff to effectively observe, assess, and respond to engagement as an ongoing process. Engagement is now recognised as a dynamic journey, enabling children to connect with their environment and experience meaningful learning, with each small step valued as a milestone.

Our pedagogical approach has evolved significantly. Informed by current research (Lyon, 2024; Imray et al., 2024), we now understand that effective teaching and learning must align with each pupil’s individual learning style and needs. As a result, our curriculum is now shaped around five key areas: **communication, interaction, functional movement, sensory engagement, and making connections**. Each of these is underpinned by the overarching aim of supporting every child to achieve the highest level of independence possible. We also continue to explore how pupil voice can be gathered through the use of communication partners.

This developmental work has culminated in a curriculum model that is both inclusive and empowering. A tangible cultural shift has occurred across the Centre, with shared ownership between Education and Health and a renewed sense of purpose among staff, families, and partners. The co-creation of our curriculum values and ethos has ensured our children remain firmly at the heart of every decision and every learning opportunity.

Comprehensive consultation underpinned this process. Staff and family surveys provided helpful insights, which were carefully discussed with the Parent Council and Development Group until a shared consensus was reached. This genuine stakeholder involvement has helped shape a curriculum that reflects the needs and aspirations of our whole school community.

To support implementation, a structured three-year curriculum cycle has been designed, offering clarity for long-term planning while allowing flexibility for ongoing review. Reflective practice is now firmly embedded in daily teaching, with staff adapting provision based on real-time observations of engagement and progress.

Throughout the development process, we maintained close consultation with our HMI link officer, ensuring our work remained aligned with national expectations and exemplified best practice for learners with complex and additional support needs. This collaboration has provided valuable assurance and guidance as we continue to build a curriculum that empowers every child to thrive. Three staff members attended the Communication Matters conference in September 2024, sparking wider discussion about accessibility in learning, which will be a targeted focus in the 2025–2026 School Improvement Plan.

Curriculum Policy 2025: [Curriculum Policy 2025](#)

Monitor engagement and learning as we introduce new learning activities and structures. Use professional dialogue during	May 2025  (ongoing throughout year)	Revised Curriculum Policy will be published on website.  The impact will also be evaluated by the level of engagement the children demonstrate in their learning. This will be tracked throughout the year using the existing platform, Evisense. Additionally, we will consult staff, parents and the wider team to gain	All staff during moderation activities scheduled in October, December, February and April.	Information gathered from Moderation Activity Meetings throughout the year to gauge what children find relevant and meaningful,
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moderation times to critically reflect on the relevancy and meaning to our children. Make adaptations in line with points raised during reflection.		understanding of impact on learning and engagement.		
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<p><b>Evaluation</b></p> <p>As of June 2025, we have gathered consistent observational data over a 16-month period, with a marked improvement in the quality of observations over the past seven months. This reflects increased staff confidence and fluency in using the Continuum and Milestones language, resulting in more accurate, meaningful assessments of pupil engagement and learning.</p> <p>Initial evaluations highlighted a lack of confidence in areas such as outcome-setting, assessment, and the development of personalised learning plans. These gaps were systematically addressed through a blended approach to professional learning, which fostered a strong culture of collaborative enquiry and reflective practice. Staff engaged not only in targeted training and staff exchange opportunities but also took on active leadership roles—facilitating peer discussions and moderation sessions in September 2024 and April 2025. These sessions promoted shared understanding and a collective sense of ownership over the direction of curriculum development.</p> <p>The introduction of learning attainment profiles on the Child’s Plan and the ‘assessment changes’ data we can now analyse has enabled staff to capture and track subtle, non-linear progress. This has provided more nuanced insight into each learner’s development and has helped identify both incremental gains and areas where progress may have plateaued—often linked to health-related factors.</p> <p>Professional dialogue during moderation sessions has been critical in evaluating the relevance and meaning of learning activities. These reflections have directly informed adaptations to practice, ensuring that learning remains responsive to individual needs and strengths.</p> <p>A recent upgrade to the Evisense platform has supported wider staff involvement in assessment. Following practical support sessions, many Learning, Care and Therapy Practitioners (LCTPs) are now contributing to the observation and assessment process. This collaborative engagement has enhanced the depth, consistency, and reliability of our data, strengthening our ability to plan with precision and promote meaningful progress for every child.</p>				
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## Recommendations for 2025-2026 School Improvement Plan

It is recommended that the 2025-2026 School Improvement Plan includes the following strategic priorities:

1. Establish a dedicated development group with joint leadership from health and education professionals. This collaborative approach will ensure shared expertise and cohesive planning. The development group's primary objective will be to create a standardised format that effectively aligns Parts 4 and 5 of the Child's Plan with the termly planning framework, all fundamentally grounded in the principles of the new curriculum.
2. Continue the joint training programme and staff exchange learning walks with the Royal Blind School to further enhance specialist knowledge and promote exemplary practice across institutions.
3. Continue to dynamically analyse learning data and engagement levels to inform next steps, ensuring evidence-based decision-making that optimises educational outcomes.

Priority 2	To embed a learning and teaching programme that will allow our children and young people to develop skills associated with physical activities (PE) without any limitations (physical or neurological)			
NIF Priorities	NIF Key Drivers			
<ul style="list-style-type: none"> <li>Improvement in attainment</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>School and ELC Improvement</li> </ul>			
HIGIOS 4 - Quality Indicators 1.1 Self-evaluation for self-improvement 2:2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners	Health and Social Care Standards 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.			
Outcome	The Motor Activity Training Programme will be embedded fully throughout the nursery, primary and senior curriculum.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Create and embed a timetable of weekly MATP sessions that	May 2025	Success will look like: - Increased staff confidence when delivering PE.	Development Group	Time given for staff to visit other

are underpinned by individualised sports focus targets for all children in conjunction with our allied health partners.		<ul style="list-style-type: none"> <li>- Students have greater body awareness.</li> <li>- Student familiarity with MATP session format.</li> <li>- Links made with other schools.</li> <li>- Achievement of the MATP Bronze Quality Mark.</li> <li>- Assessment and tracking to show development of motor skills within sports related activities.</li> </ul>		<p>establishments who are running MATP.</p> <p>Budget for equipment that is identified as being necessary.</p>
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## Evaluation

Throughout the 2024–2025 academic year, we have been embedding our MATP programme into the daily life and routines of the school. Weekly MATP sessions now take place and follow a familiar structure, helping our learners to prepare, engage, and feel confident in what is expected of them. Pupils enjoy participating and are enthusiastic about cheering on their peers, fostering a strong sense of community and celebration of individual achievements.

Members of the development group attended the MATP introductory workshop, creating a shared understanding of the programme's principles. Using this foundation, we collaboratively designed a MATP programme tailored to meet the specific needs of our pupils. At the end of each term, we evaluated how the sessions were running and made thoughtful adaptations to groupings, activities, and the overall session structure. As a result, MATP sessions have become a weekly highlight, bringing the whole school together in a joyful and inclusive way.

In Term 1, we established a pupil voice group, giving our learners a say in shaping the programme. The children helped to choose core songs to mark the beginning and end of each session, creating consistency and familiarity. The warm-up is now a key part of the session, with some pupils working toward individual targets during this time. Often, children from different classes participate together, and activities such as parachute games provide valuable opportunities for pupils to be introduced and collaborate in a shared space.

Pupils have individualised MATP goals, developed in collaboration with occupational therapists and physiotherapists. Each child follows a personalised timetable that incorporates various forms of physical support and intervention, such as equipment changes, hydrotherapy, rebound therapy, and the use of the Innowalk. This ensures continuous and holistic physical development throughout the school week.

MATP goals are shared with all education staff and are meaningfully integrated into classroom-based activities across the curriculum. For example, pupils might work on kicking skills through painting or drumming activities, or practise pushing and reaching by placing



counters into containers during maths lessons. These functional goals are not confined to MATP sessions—they are recognised as transferable skills that can be developed and reinforced throughout daily routines and learning tasks. This consistent reinforcement helps our learners generalise their skills and promotes greater independence and confidence in a variety of settings.

In the final term, our focus shifted to tracking individual engagement levels and identifying each child's preferred activities. This work has allowed us to set clear, targeted goals for the MATP programme in the next academic session. These goals aim to maximise the use of existing resources and support the integration of MATP sessions into personalised and class timetables to better meet individual needs of our pupils.

<b>Develop a Health and Wellbeing Policy in line with the MATP approach</b>	<b>May 2025</b>	- A policy will be created and align to the information gathered by tracking, monitoring and evaluating the range of MATP approaches and the progress children make.	Development Group and CLT	Discussion to be had with B Squared to ask if they could create a framework, based on the target, tracking and monitoring that has been done this year for MATP that we could add to Evisense and Connecting steps. There may be a charge to this.
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Evaluation

A Policy has been produced and is available here or on our website Policy link: [Health and Wellbeing Policy 2025](#)

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>
HIGIOS 4 - Quality Indicators  1.2 leadership of Learning 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion		Health and Social Care Standards 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. 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to 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. 4.27 I experience high quality care and support because people have the necessary information and resources.		
Outcome	Ensure our young people have a positive destination upon leaving school that crucially will continue their development and support well being and inclusion.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
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. This will align with the young person working towards and attaining the SQA Adult Learning and Transition Award as they make decisions regarding their transition.</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	Alison Barbara Ann Shona Therapy leads Class staff
Evaluation				
During the 2024-2025 session, significant progress was made in developing personalised and meaningful transition plans for our senior students. The introduction of the <b>SQA National 1 Adult Learning and Transition Award</b> enabled two learners (one leaver in June 2025 and one in June 2026) to become more actively involved in their own transitions. Units such as <i>Keeping Safe in Adult Relationships</i> , <i>Learning in a Different Environment</i> , and <i>Preparing for Adult Life</i> were key in supporting pupils to better understand, reflect on, and participate in decision-making about their future.				

A person-centred and communication-informed approach was used throughout. With the support of familiar communication partners from their class teams, both students visited potential post-school destinations, including Cumbernauld and Motherwell Colleges. Staff made careful observations of each young person's emotional responses, body language, and vocalisations to assess their comfort and engagement with each environment. These insights were then shared and discussed in Young People's Transition meetings, ensuring that each student's preferences and needs directly informed the planning process.

For the 2025 leaver, this process led to the successful placement in a weekly course at Motherwell College, with support from a familiar adult. A two-day course for the following year has already been agreed with the College and Team Around the Child. Additionally, both students explored Stanmore House School, with the local authority agreeing to fund a further two days' provision at Stanmore for the 2025 leaver. The 2026 leaver also visited National Star College in England, accompanied by family, showing the commitment to exploring a wide range of future options.

A key challenge was the late identification of carers, which did not take place until April 2025. While this was out with the school's control, responsive steps were taken. Carers were invited to spend time in school and at college to ensure understanding of the young person's communication needs and to support relationship-building.

It is important to note that, at present, access courses at North Lanarkshire Colleges are not fully equipped to meet the needs of learners with more complex medical, physical, or communication requirements although this may change in the future. Should this situation remain unchanged, we may need to explore alternative out-of-authority options, such as National Star or Stanmore Life Skills courses, which offer residential support. These alternatives would, however, be subject to the local authority's approval and funding capacity.

Both students successfully achieved the Adult Learning and Transition Award at Gold level, marking a significant milestone in their journey toward adulthood. This work reflects a strong commitment to individualised planning, multi-agency collaboration, and ensuring that each young person's voice and needs remain central throughout the transition process.

Priority 4	To embed Comprehensive Literacy Instruction across the curriculum with teaching relevant and accessible for Emergent, Transitional and Conventional Literacy Learners.			
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"><li>Improvement in achievement, particularly in literacy and numeracy.</li><li>Placing the human rights and needs of every child and young person at the centre of education</li><li>Improvement in children and young people’s health and wellbeing</li></ul>		<ul style="list-style-type: none"><li>School and ELC improvement</li><li>Teacher and practitioner professionalism</li><li>Curriculum and assessment</li></ul>		
Quality Indicators 1.2 leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		Health and Social Care Standards 1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 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.		
Outcome	All pupils accessing comprehensive literacy instruction appropriate to where they are in their literacy learning journey. Literacy learning is interwoven through all curricular areas.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Complete Literacy Baseline for all learners to determine those who should continue as emergent literacy learners and those who would benefit from transitional/	Dec 2024	Success will look like – <ul style="list-style-type: none"><li>Literacy Baseline Assessment and accompanying paperwork completed for each learner identifying individual strengths as well as areas for improvement.</li><li>All children accessing literacy instruction at the appropriate level for their literacy learning needs.</li><li>Class Staff confident in differentiating for Emergent and Conventional Literacy Learners.</li></ul>	SLTs, CTs and LCTPs.	Time for staff development & professional dialogue. Budget for resources as required.

conventional literacy instruction.				
Develop a diverse and accessible school library.	May 2025	<p>Success will look like –</p> <ul style="list-style-type: none"> <li>• A central school library containing a range of age respectful fiction and non-fiction options to suit the varying interests of all our learners. This will include physical books as well as alternative access options such as ebooks.</li> <li>• A library that is as physically accessible an environment as possible for our learners.</li> <li>• A system of categorisation/ organisation which allows our learners with the most complex bodies to access books of their choosing.</li> </ul>	Literacy Development Group in collaboration with wider class teams.	Budget/ funding for additional books and for equipment/ adaptations to maximise the physical accessibility of the library. This may include assistive technology.

## Evaluation

Baseline assessments were completed for all children and young people using the four key questions from the Comprehensive Literacy Framework (Erickson & Koppenhaver). This process helped provide a snapshot of where each learner was currently situated in their literacy development. Findings confirmed that all learners were working at an emergent level, which helped validate the group's focus and informed the need for highly individualised and scaffolded literacy planning moving forward.

While the group encountered some challenges over the course of the year, key foundational work has been successfully undertaken. The completion of baseline assessments and the development of a working tracking format mark important progress, providing a solid framework for supporting and evidencing individual literacy development & progression towards conventional literacy instruction. These tools align closely with the centre's wider aim of embedding comprehensive and meaningful literacy instruction for all learners.

As part of the ongoing audit, a total of approximately 600 books were reviewed and categorised. This included 289 Storybook titles - with nearly a third (89) featuring animal-related themes - and 66 non-fiction books. A further 87 books were identified as relating to health and wellbeing, and 36 focused on numeracy concepts. The library also includes 39 songs and rhymes books, 30 early years/baby books, and over 50 Oxford Reading Tree titles. This data provides a useful starting point to guide future resourcing decisions and highlights areas where greater thematic, developmental, or access-related diversity is needed.

During the audit process, discussions began around how best to categorise books by complexity of word content. While this is less relevant for shared reading experiences, where engagement, modelling, and interaction are the primary focus, it will become increasingly important as some learners move toward conventional literacy and begin to engage in more independent reading. There was no clear consensus among group members regarding the most appropriate system for levelling texts, and this remains an area for further exploration. Developing a consistent, practical approach to book banding will support staff in matching texts to learners' reading abilities and ensuring appropriate challenge and progression.

The reorganisation and partial audit of the library has already made the space more functional and highlighted clear areas for improvement in terms of book diversity, developmental appropriateness, and accessibility. While full implementation is still to come, the group has created a structure from which future library development can grow - one that supports our wider vision of an immersive, literacy-rich environment.

Looking ahead, it is recognised that the aims of this group remain highly relevant to the centre's broader priorities. Key recommendations include:

- Embedding literacy into broader communication and curriculum planning, ensuring it is not viewed in isolation but as part of a holistic learning approach.
- Continuing to use and refine the literacy tracking format, using it as both an evaluative and planning tool to guide classroom literacy practice and monitor individual learner progression.
- Driving future library investment based on evidence, using the completed audit to prioritise purchasing books that reflect learners' diverse developmental stages, interests, and access needs.
- Prioritising targeted CPD and peer support, with a continued focus on building staff confidence in delivering literacy instruction within a wider AAC Culture. Particular emphasis will be needed on conventional literacy instruction as some learners progress in their literacy learning.
- Expanding accessibility through Assistive Technology, including the development of a Grid-based interface or similar system that enables learners with complex physical needs to use their AAC or alternative access methods (e.g. eye gaze, switches, auditory scanning) to independently explore and select books by theme, category, or topic of interest.
- Incorporating learner and family voice, through the development of a short questionnaire to gather the views and preferences of families, siblings, and staff. This feedback will be used to inform how the library is organised, what kinds of materials are prioritised, and how accessible the space feels to different users.
- Explore a consistent approach to book banding, particularly to support learners transitioning to conventional literacy and engaging in independent reading. This will help ensure that texts are well-matched to learners' developing skills and provide appropriate challenge.

This year's work has reaffirmed the importance of building a centre-wide literacy culture that is inclusive, responsive, and aspirational. While the pace of change may have been slower than hoped, the direction remains clear and the commitment to every learner's right to read, write, and communicate remains central to our mission.

Priority 5	To embed rights- based child planning processes throughout the school			
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>		
Quality Indicators 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		Health and Social Care Standards 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. 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. 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.		
Outcome	The best interests of the child will take priority in all assessment, planning, reporting and decision-making processes (pre-placement-transition to adult services).			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
To achieve a Rights Respecting School Award	2024-2025	We aim to achieve: The Rights Respecting School (RRS), Bronze award by October 2024  The RRS Silver Award by June 2025	E. Stretton V. Watson - all staff throughout the year	RRS membership fee



Establish a Pupil Council	October 2024	Our children and young people have a forum where their voice is heard. They will give their views and that of their friends to help with planning. There is clear evidence that they can voice their opinions and have their views considered in decisions that impact upon them.  Children and young people will make the connection that they can be heard using their PODD books or digital devices and that those comments, requests and questions are being heard and responded to by those around them in a supportive manner.	All staff	Budget to photocopy, laminate and bind PODD books.
To develop Pupil voice within the Child's Plan	June 2025	Children and young People will be involved fully in their TAC meetings, their views sought and recorded for each meeting and updated by staff throughout the year so that the child's views on the Plan are always current.	Lead Professional for TAC Parents Children and Young People All other staff	No resources required.

#### Evaluation

Throughout the 2024–2025 session, we have continued to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) into every aspect of Centre life. Achieving the Bronze Rights Respecting Schools Award marked the first milestone in this journey. Our submission for Silver accreditation has been completed, with our assessment visit scheduled for 18th August 2025.

Assemblies are now underpinned by specific UNCRC Articles, supporting children to understand their rights in accessible and engaging ways. This focus extends into the daily rhythm of the school, where rights-based language and practice have become increasingly embedded across staff interactions and learning opportunities.

The establishment of our Pupil Council has created a meaningful platform for pupil voice. Children and young people have been able to influence decisions that affect their experience at the Centre—from choosing trip destinations to selecting music for our Celebration of Achievement. These examples reflect our continued efforts to promote participation and agency, ensuring learners are actively involved in shaping aspects of their own school experience.

In response to our growing understanding of how best to support individual learning styles and access needs, we undertook a trial class restructuring during the summer term. This allowed us to explore new groupings that better align with pupils' sensory profiles, communication needs, and preferred ways of learning. Based on the positive impact observed—particularly in terms of increased engagement, emotional regulation, and access to learning—we have committed to restructuring classes more permanently from August 2025. This will allow for a more personalised and equitable learning experience, further reinforcing our commitment to the rights and best interests of each child.

Our most recent Care Inspection graded us Excellent for nurture, care and support, and Very Good for play and learning. This reflects the strength of our relational practice and the skill with which staff act as communication partners—attuned to the use of AAC and other cues that signal when a child is expressing their preferences, discomfort, or delight. These moments are recognised as crucial expressions of voice and are carefully considered in assessment and planning processes.

In our ongoing efforts to ensure that pupil voice is central to our Child's Plans, we continue to explore and reflect on best practice. While current approaches include the use of symbol-supported resources, observations, and sensitive dialogue, we recognise the need to further refine how voice is captured in a way that is both meaningful and emotionally safe for all learners. For example, although some children and young people have participated in their own Team Around the Child (TAC) meetings, others found the experience overwhelming. In response, we have adapted our approach for nursery, primary, and BGE learners—bringing carefully selected observations and evidence to these meetings instead, to ensure that the child's needs and perspectives remain central without causing distress.

Finally, we are committed to collaborative professional dialogue across sectors, engaging with partners in the complex learning and care community to share and learn from effective practice in capturing and honouring pupil voice. This will be continuous, reflecting our skill in how we capture but also responding to the use of different technologies as they become available.