

The Scottish Centre for Children with Motor Impairments



Craighalbert Centre
Enabling Children to Achieve

Health and Well-Being Policy

Policy Produced by: Head of Learning - July 2024

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What does Health and Wellbeing look like at the Craighalbert Centre?

The Scottish Centre for Children with Motor Impairments (SCCMI) also referred to as the Craighalbert Centre, is a grant aided special school for children aged 3-18 years. Children can attend on a full time or partnership basis. All children attending have complex communication, learning, health and care needs.

As a Centre we strive to uphold our shared values throughout all that we do and these underpin our planning ensuring we are always child centred; ambitious, collaborative, kind, and inspirational. At the heart of our work at the Craighalbert Centre we demonstrate kindness to our pupils, colleagues and partners. By promoting these values daily, we are striving to provide the breadth and depth of education to support our pupils to achieve the best they possibly can.

Health and Well-Being Responsibilities

We ensure that health and wellbeing (HWB) experiences and outcomes are embedded across the curriculum, providing a holistic approach that supports our children and young peoples' individual needs. Our policy aims to develop the knowledge, understanding, skills, capabilities, and attributes necessary for mental, emotional, social, and physical wellbeing now and in the future. We also recognise the importance to acknowledge and develop staff members' health and wellbeing as this can impact on the life of school, teaching and learning. The Craighalbert Centre's policies and procedures give further details. These are available to read and download from Breathe (the Centre's online policy bank).

Consultation

This policy was written and developed by Shona McMonagle, Head of Learning and Eilidh Stratton (Curriculum and Resource Lead) in collaboration with the multidisciplinary HWB Group throughout the academic year 2024-2025. The involvement of different stakeholders in this process ensures that diverse perspectives lead to relevancy and inclusive practices.

Why is Health and Wellbeing important?

Learning about and promoting positive health and wellbeing is a core component of our ambitions at the Craighalbert Centre and we aim to develop the knowledge and understanding, skills, capabilities and attributes which our young people will need now and in the future.

Our curriculum follows the Curriculum for Excellence format of Broad General Education from aged 3, with pupils commencing their SQA pathway in S4 at SCQF 1 or 2. Our children and young people are either working within the Foundation Milestones and assessed via the continuum of engagement or at pre-early/early level BGE. All learning activities are personalised, adapted and supported, with input from our staff teams to ensure pupils' needs are met.

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

This policy is underpinned by the UNCRC, in particular:

Article 2 – All children have equal access to their rights and be protected against discrimination;

Article 3 – When adults make decisions, they should think how they will affect children and do what is best for them

Article 12 – When adults make decisions that affect children, they should ask them what they think and consider their views; children should be supported to give their views in a way that is best for them

Article 23 – Disabled children should be supported to reach their full potential in all areas of development

Article 24 – Children have the right to the best health possible and to medical care and to information that will help them stay well

Article 28 – Children have the right to an education

Article 29 – Education should help a child develop their personality, talents and abilities; and to respect others rights, cultures and differences

Article 30 - Children have the right to use their own language, customs and religion

Article 31 -Children have the right to access leisure and play.

Why is Health and Wellbeing a responsibility for all?

At the Craighalbert Centre, we recognise that health and wellbeing is fundamental to enabling our pupils with complex communication, learning, health and care needs to achieve their full potential. In line with Curriculum for Excellence, we view health and wellbeing as a responsibility of all staff and integral to every aspect of school life. Our approach encompasses the following key areas:

- Mental, emotional, social, and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity, and sport
- Food and health
- Relationships, sexual health, and parenthood.

The wider learning and development team in the Craighalbert Centre has onsite Occupational Therapists, Physiotherapist, Speech and Language Therapist, a registered nurse and our Centre Leadership Team. Our education team consists of highly skilled Teachers, Learning Care and Therapy Practitioners (LCTPs), and Lunch Time Support Assistants (LAs). Collaboratively we plan each pupils individualised timetables to ensure all their learning and health care needs are met daily through a holistic approach promoting health and wellbeing that considers individuals' maturity and development alongside their unique social and community circumstances.

How do we deliver a Health and Wellbeing Curriculum That Meets Diverse and Complex Needs?

We are committed to promoting and supporting the health and wellbeing of all our students with complex communication, health, learning and care needs. Our policy is structured around the SHANARRI wellbeing indicators, ensuring a comprehensive approach to health and wellbeing:

At the Craighalbert Centre our children are Safe

Our pupils need to feel safe, secure and nurtured to allow them to develop their skills to their full potential. A vital component to this is the ability to use their own voice and feel listened to, enabling our pupils to feel valued. Our commitment to ensuring our pupils are safe includes:

- Implicit within the ethos of the Craighalbert Centre is that pupil safety is paramount. Risk Assessments are completed for individual pupils and for groups e.g. for class trips, educational visits, equipment, activities, moving and handling, hydrotherapy pool
- Pupils are encouraged and supported to develop their self-confidence and self-esteem to enable them to be able to express their feelings and concerns
- The Craighalbert Centre's Child Protection Policy and Intimate Care Policy is given to all new staff, with annual updates given to all staff
- The Craighalbert Centre's ICT and Social Media Policy ensures that all pupil internet access is supervised
- Strong home / school links with frequent contact between parents and staff also helps ensure pupil safety
- Fully comprehensive training given to all staff as part of their induction and updated regularly

- Highly trained staff are on site to manage complex medical needs, administer medications, and respond to emergencies. We ensure strict adherence to medical protocols and maintain up-to-date medical equipment and records
- Regular planned equipment reviews with onsite moving and handling trainers who can be responsive to children's needs
- Our pupils participate in learning about relationships, sexual health and parenthood as is the right of every child at a level appropriate to everyone to ensure meaningfulness and relevancy.

At the Craighalbert Centre our children are Healthy

At the Craighalbert Centre, we are committed to promoting and supporting the health of our students in all its aspects. Given the complex communication, learning, health and care needs of our student population, we take a comprehensive approach to health that includes:

Clinical Support

- On-site nurse: We maintain two qualified nurses who are available throughout the school day
- Medication management: We have robust systems for storing, administering, and monitoring medications as per individual care plans
- Emergency response: Staff are trained in emergency procedures specific to our children and young people's needs, with clear protocols for various medical situations

Physical Health

- Onsite physiotherapy: Physiotherapy is integrated into the school day to support physical development, promote mobility and healthy postures
- Onsite occupational therapy: Focused on developing life skills, improving independence in daily activities and accessing the curriculum

- Specialised equipment: Access to and staff training in the use of adaptive equipment to support physical health and mobility
- Well-being: Our Learning, Care and Therapy practitioners and nursing team monitor our children and young people's weights, liaising with dieticians and other allied health professionals as required, e.g. for vaccinations, medicals
- Ongoing Allied Health Professionals (AHPs) assessments of body shape and postural needs; minimum of annual but with multidisciplinary team onsite we are able to respond when needs arise.

Nutrition and Dietary Support

- On site specially trained nutrition support and food preparation staff to cater for and be responsive to different nutritional, dietary, food consistency (IDDIS specific levels) and administration needs
- Regular dietetic support on-site
- Meal plans and mats: Developed in collaboration with Speech and Language Therapy (SLT) to meet specific nutritional needs. All plans are in concurrence with nutritional guidelines and the [IDDIS Framework](#). All mealtime mats must be on display at every mealtime, including snack. These are updated as necessary.
- Specialised feeding support: For students who are fed enterally or those who have swallowing difficulties
- Food education: Age and ability-appropriate lessons on nutrition and healthy eating habits
- Staff Training: all staff supporting children and young people with their mealtime requirements are fully trained with an annual refresher given by the Speech and Language Team.

Mental Health and Emotional Wellbeing

- Emotional regulation: Teaching strategies adapted for various communication abilities to help students manage emotions

- Positive mental health promotion: Activities and environments designed to boost self-esteem and positive self-image
- Staff knowledgeable and skilled in subtle indicators of individual child's wellbeing and changes in behaviour
- Trauma Informed approach supported by whole staff training
- Focus on enablement and participation to promote independence and autonomy
- Families used as expert partners in understanding and supporting their child's wellbeing.

Communication Health

- Speech and Language Therapy: Regular training and advice for education staff and parents/carers to develop and support communication skills
- Alternative and augmentative communication (AAC): Provision and support of AAC devices and methods, both paper based and powered
- Communication-friendly environment: Ensuring all aspects of school life support and encourage communication.

Sensory Health

- Sensory play: Activities to help children and young people process and respond to sensory information
- Sensory rooms: Providing spaces for sensory regulation and stimulation
- Sensory diets: Individualised plans to meet each child and young person's sensory needs throughout the day to support regulation of mood and emotion.

Sleep Health/Hygiene

- Supported lying systems and position: Education by the Physiotherapy team for parents/carers regarding the benefits of postural support overnight
- Consideration of fatigue: In planning daily activities and learning experiences
- Collaboration in wider health team to support sleep at home.

Personal Care and Hygiene

- Dignity in care: Ensuring all personal care is delivered respectfully and promotes independence where possible
- Hygiene education: Our children and young people participate daily in dental care through our ChildSmile, toothbrushing programme.

Health Education

- Adapted health curriculum: Covering topics such as body awareness, public/private concepts, diagnosis and personal safety, tailored to students' understanding and needs. We utilise the [RSHP programme](#) in our planning.

Environmental Health

- Accessible and safe spaces: Ensuring all school areas promote health and wellbeing
- Infection prevention: Rigorous cleaning and hygiene protocols to protect all students and those that support them
- Safety and awareness education.

At the Craighalbert Centre our children are Achieving

We recognise that achievement looks different for each of our pupils, given their unique abilities and challenges. We are committed to supporting every pupil to reach their full potential and experience success in various aspects of their lives. Our approach to achieving includes:

Personalised Learning Plans

- Child Plan's Goals and Outcomes: tailored to each child or young person's specific needs, abilities, and goals
- Regular reviews: Frequent assessment and adjustment of target outcomes to ensure ongoing progress and relevance
- Transdisciplinary approach: Involving educators, therapists, and healthcare professionals in planning and goal setting
- We use the [F-Words](#) for Child Development : Pupil profiles within the Child's Plan focus on what the child can do.

Adapted and Differentiated Curriculum

- Assistive technology: Utilising appropriate technology to support learning and communication.
- Flexible learning pathways: Allowing students to progress at their own pace and in ways that suit their learning style
- Modified materials: Adapting educational resources to make them accessible for various physical and cognitive abilities

Skills Development

- Life skills: Focus on developing practical skills for daily living and future independence
- Social skills: Structured opportunities to develop interpersonal skills and social understanding

- Communication skills: Emphasis on developing each child and young person's ability to express themselves and understand others
- Motor skills: Providing opportunities for development of physical abilities and motor control.

Celebrating Achievements

- Recognition systems: Acknowledging and celebrating individual progress and achievements, no matter how small. This can be done through direct praise, displays, assemblies, school communications or our social media platform (with prior consent)
- Showcase opportunities: Regular events to display student work and accomplishments to the school community and families
- Digital portfolios: Maintaining records of each student's journey and achievements over time using the digital Bsquared digital platform.

Transition Planning

- Transition support: Comprehensive planning for post-school life, including working towards the Qualifications Scotland National One Award in Adult Learning and Transition
- Pupils in the Senior Phase are encouraged to attend their interim and annual 16+ reviews.

Creative and Expressive Arts

- Adapted arts programs: Providing opportunities for self-expression and achievement through various art forms
- Performances and exhibitions: Regular events to showcase students' creative achievements

Physical Achievements

- Adapted physical education: Ensuring all students can participate and achieve in physical activities.

Learning and Development

- Differentiated assessment: Using a range of assessment methods suitable for diverse needs and abilities.
- Accreditation: Working towards appropriate qualifications and certificates that recognise student achievements such as Rockhopper swimming awards and Scottish Qualification awards at a level appropriate to the individual.

Personal Development

- Goal setting: Supporting our children and young people to work towards their goals
- Self-advocacy: Encouraging and teaching students to express their needs and preferences
- Resilience building: Developing strategies to overcome challenges and persist in the face of challenges.

Family Involvement

- Regular communication: Keeping families informed of their child's progress and achievements. Daily digital diaries are completed by staff; parents can report home news the electronic diary links allowing us to maintain communication records
- Home-school partnerships: Collaborating with families to reinforce learning, therapy and to celebrate achievements across all environments at key times throughout the school calendar.

At the Craighalbert Centre our children are Nurtured

At The Craighalbert Centre, the concept of nurturing is woven into the fabric of every aspect of our educational environment. We recognise that for children and young people with complex communication, learning, health and care needs, feeling nurtured is essential for their overall wellbeing and development. Our nurturing approach permeates all areas of school life - from our adapted learning spaces to our Child Plans, from our therapeutic interventions to our communication strategies. Every staff member, regardless of their role, is committed to creating a warm, supportive, and understanding atmosphere that makes each student feel valued, cared for, and emotionally secure. This nurturing ethos underpins our approach to health, achievement, safety, and inclusion, ensuring that every child feels supported to grow, learn, and thrive in their unique way. By prioritising nurture, we aim to build resilience, boost self-esteem, and provide the emotional foundation necessary for our students to engage fully with their education and reach their potential.

At the Craighalbert Centre our children are Active

As a specialised centre, we recognise the vital importance of physical activity for the health, wellbeing, and development of our students with complex medical, physical, and communication needs.

The UK Government [published guidance in 2019](#) for levels of physical activity for children and young people.

- Guidelines advise 20 minutes of exercise per day and strength and balance activity 3 times a week

(undertake 120 to 180 minutes of aerobic physical activity per week at a moderate-to-vigorous intensity – this can be achieved in different ways (for example, 20 minutes per day or 40 minutes 3 times per week) through activities such as walking or cycling).

Our 'Active' approach is designed to ensure that every pupil, regardless of their abilities, has opportunities to engage in meaningful physical activities. This includes:

During the 2024-2025 academic year, we have been developing the [Motor Activity Training Programme](#) (MATP). The MATP will be a cornerstone of our physical education curriculum as it is specifically designed for students with severe or profound intellectual disabilities and significant physical disabilities.

Key aspects include:

- Individualised Approach: Each child or young person will have a personalised MATP plan tailored to their abilities and goals
- Motor Skills: Focus on developing physical skills to facilitate participation in sport such as dexterity, striking, kicking and mobility
- Recreational Movement Skills: Introduction to adapted versions of sports and games to promote enjoyment of physical activity
- Sensory Processing: Incorporation of sensory experiences to enhance motor learning and body awareness
- Progress Tracking: Regular assessments to monitor and celebrate achievements within MATP. These will be recorded on our Bsquared digital platform.
- Family Involvement: We will provide guidance for families to continue MATP activities at home, promoting consistency and progress. This will be included in our home learning plan every term.

Adapted Physical Education (MATP)

- Structured activities to allow participation of all children and young people, with activities modified to suit various ability levels and learning styles
- Specialised Equipment: Use of adapted sports equipment, such as boccia and 'home-made' equipment to allow ball rolling

- Aquatic therapy/Rockhopper /Communication Swims: Children and young people will be grouped as appropriate for sessions in our accessible pool .

Active Learning Environments

- Movement Breaks: Incorporation of short physical activity breaks throughout the school day to promote alertness and engagement where appropriate.

Therapeutic Movement

- Physiotherapy Integration: Collaboration with physiotherapists to incorporate therapeutic movements into daily activities. We utilise equipment such as walkers, pacers, standing frames, Innowalk and rebound trampoline as appropriate with our children and young people
- Yoga and Mindfulness: Adapted sessions focusing on gentle movements, breathing exercises, and body awareness.

Outdoor Learning and Play

- Accessible Playground: Specially designed outdoor play area with adaptive equipment to encourage physical activity and social interaction.

Technology-Enhanced Activity

- Interactive Movement Games: Use of switch technology and adapted iPads with specific switch recipes to engage students in movement activities
- Drive Deck: Switch controlled platform to allow students to navigate their environment, building on existing skills
- Community Engagement: Active School Trips: We have outings to accessible, residential, activity centres, parks, or bowling to broaden physical and mental activity experiences.

Through this comprehensive approach to physical activity, including the development of MATP, we aim to promote the physical health, wellbeing, and development of all our students. We believe that being active is not just about physical benefits, but also contributes significantly to cognitive development, emotional wellbeing, and social skills. Our goal is to instil a lifelong enjoyment of movement and activity, tailored to each student's unique abilities and needs.

At the Craighalbert Centre our children are Respected

We are deeply committed to ensuring that all our children and young people feel respected, valued and are always given dignity

Dignity in Care

- Personal Care: All personal care procedures are carried out with the utmost respect for the child or young person's dignity and privacy. Please see our Intimate Care Policy
- Age-Appropriate Interactions: Staff are trained to interact with students in a manner appropriate to their chronological age, regardless of their developmental level
- Modesty: We ensure that students' bodies are appropriately covered during personal care routines and medical procedures.

Communication and Choice

- Augmentative and Alternative Communication (AAC): We provide and support the use of various AAC methods to ensure all students can express their thoughts, feelings, and choices
- Now and Next Boards: Individualised timetables travel with individuals, where appropriate, to support transitions between activities
- Choice-Making Opportunities: We create numerous opportunities throughout the day for students to make choices about their activities.

Individual Identity

- Personal Preferences: We make efforts to learn and respect each child and young person's personal preferences in various aspects of their school life. Our Pupil Council supports this at assemblies.
- Cultural and Religious Respect: We acknowledge and accommodate different cultural and religious backgrounds in our care and education practices
- Gender Identity: We respect and support each child or young person's gender identity and expression.

Privacy and Consent

- Informed Consent: We always seek appropriate consent before any medical procedures or personal care routines, explaining in a way the child or young person can understand
- Privacy in Medical Procedures: We ensure privacy during any medical procedures or examinations
- Data Protection: We handle all student information with strict confidentiality and in compliance with data protection regulations.

Respectful Environment

- Positive Language: Staff use respectful, person-first language when talking about or to our children and young people
- Inclusive Practices: Our school policies and practices are designed to be inclusive and respectful of all abilities and needs.

Pupil Voice

- Pupil Council: Our pupil council allows all our pupils, regardless of their communication abilities, to have a say in school matters and what matters to them

- Feedback Mechanisms: We regularly seek feedback from our children and young people on their school experience, using methods accessible to all
- Advocacy Support: We provide support for our children and young people to advocate for themselves and their needs during their time at school. This may be a familiar staff member or an independent advocate from Partners in Advocacy.

Respecting Achievements

- Celebration of Diverse Achievements: We recognise and celebrate a wide range of achievements, understanding that progress looks different for each student
- Public Recognition: With consent, we share student achievements with the wider school community, fostering a culture of respect and admiration for all types of progress.

Family Partnerships

- Respect for Family Expertise: We acknowledge and respect that families are experts on their children and value their input in all aspects of care and education
- Cultural Competence: We strive to understand and respect the cultural backgrounds of all our families
- Positive Representation: We work to positively represent our students in the wider community, challenging stereotypes and promoting respect for diversity.

At the Craighalbert Centre our children are Responsible

We believe that fostering a sense of responsibility is crucial for our students' personal growth and preparation for life beyond school. We adapt our approach to ensure that every student, regardless of their abilities, can develop and exercise responsibility in meaningful ways.

Personal Responsibility

- **Self-Care Skills:** We are supporting our children and young people to take an active role in their personal care routines, as appropriate to their abilities
- **Medication Awareness:** Age-appropriate education about their medical needs and treatments, encouraging understanding and participation where possible
- **Choice and Consequences:** Providing opportunities for students to make choices and understand the outcomes of their decisions.

Social Responsibility

- **Peer Support:** We encourage our children and young people to help and support one another in ways that match their abilities
- **Environmental Awareness:** We engage our children and young people in accessible eco-friendly practices within the school.

Learning Responsibility

- **Target Setting:** We support our children and young people to set and work towards personal learning goals
- **Time Management:** Helping pupils understand and follow personalised now/next schedules, promoting independence where possible and aiding self-regulation

- Global Issues: Through our Enterprise projects, pupils are encouraged and supported to explore the wider environment.

Adaptive Independence

- Communication Responsibility: Encouraging students to initiate communication and express their needs using their preferred communication methods.

Safety Awareness

- Personal Safety: Age-appropriate lessons on body autonomy, safe touch, and seeking help.

At the Craighalbert Centre our children are Included.

Inclusion is at the heart of our school ethos. We strive to ensure that every student feels fully included in all aspects of school life, regardless of their needs.

Inclusive Learning Environments

- Universal Design: Classrooms and learning spaces designed to be accessible and usable by all students
- Individual Supportive Equipment: Physiotherapy and occupational therapy assess the most suitable equipment to posturally support each individual and to optimise their participation in their school day
- Sensory Considerations: Providing sensory-friendly spaces and adaptations to ensure all students can engage in learning
- Respect: There is a strong ethos of respect embedded in the school
- Individualised: Each child and young person is treated as an individual and has equality of opportunities throughout their school life.

Inclusive Curriculum

- Differentiated Instruction: Adapting teaching methods and materials to ensure all students can access the curriculum
- Representation in Materials: Ensuring that learning resources represent diverse abilities and experiences
- Collaborative Learning: Structuring activities to enable meaningful participation for all pupils.

Social Inclusion

- Inclusive Play: Designing play activities that all students can participate in
School Events and Celebrations
- Accessible Venues: All areas of The Craighalbert Centre are fully inclusive and wheelchair accessible
- Sensory-Friendly Options: Providing alternatives or adaptations for students who may be overwhelmed by traditional event formats, events are planned with accessibility at the forefront to enable as much participation as possible.

Communication Inclusion

- Multi-Modal Communication: Using a variety of PODD communication methods (paper based and powered) to ensure information is accessible to all
- Assistive Technology: Ensuring students have access to necessary and appropriate communication devices in all school settings.

Family Inclusion

- Accessible Parent Meetings: Ensuring parent-teacher conferences and school meetings are held in accessible locations and format

- Diverse Family Structures: Recognising and including various family structures in school communications and events
- The Parent Partnership: Facilitating connections among families to build a supportive school community.

What Does Our Health and Wellbeing Programme Provide?

The Craighalbert Centre implements a comprehensive health and wellbeing programme that aligns with the Curriculum for Excellence. This programme encompasses all essential strands: mental, emotional, social, and physical wellbeing; planning for choices and changes; physical education, physical activity, food and health; relationships and sexual health. Each strand is woven through a child or young person's day.

The curriculum is strategically designed to facilitate learning and development, both physically and emotionally. Staff select age-appropriate and developmentally suitable themes and topics, ensuring differentiation to meet individual learning needs.

Methodology

The progression and development in various aspects of health and wellbeing are contingent upon each student's individual growth, development, and maturity, as well as their unique background and home circumstances. Consequently, educational planning must account for this individuality, establishing an appropriate pace for each student.

The health and wellbeing curriculum offers numerous opportunities for interrelated learning, particularly in the domains of skills, knowledge, and attitudes. Individual needs are assessed and addressed by the Team Around the Child and delivered by the learning and development team through the school curriculum with appropriate advice and support from physiotherapy, occupation therapy and speech and language therapists. Planning should also consider both individual and community contexts, providing experiences that are simultaneously challenging and enjoyable. These experiences should offer

depth, coherence, and progression while maintaining sufficient flexibility to accommodate innovative pedagogical approaches.

Assessment

Assessment within the health and wellbeing curriculum aims to evaluate the extent to which students can participate in and gain enjoyment from their mental, emotional, social, and physical wellbeing. For most children and young people at the Craighalbert Centre, this assessment will be captured through observation of participation, engagement in experiences, and expression of preferences, as well as through the creation of work and videos that showcase their learning. Some pupils will demonstrate their progress by making choices about their learning and sharing new knowledge with others using their AACs.

Assessment approaches acknowledge that in matters of health and wellbeing, there may not always be a definitive 'correct answer'. Our pupils can demonstrate their progress through their responsiveness to experiences, level of engagement with learning and their depth of involvement with topics over time.

The ongoing development of skills and progression within the context of health and wellbeing is monitored using Education Scotland's Foundation Milestones and the benchmarks identified at the pre-early level and assessed against the Continuum of Engagement. These tools serve as the basis for assessing each student's progress within the health and wellbeing curriculum.

Children's Rights and Wellbeing Assessment stage



1 - Screening

Name of Policy/Measure	Health and Well - Being Policy		
Description of overall aims	<p>To ensure that all children and young people have meaningful and relevant learning experiences through:</p> <ul style="list-style-type: none"> • A health and wellbeing curriculum that is designed to address the diverse and complex needs of our pupils • A health and wellbeing curriculum that is personalised, flexible and holistic • A health and wellbeing policy that is underpinned by an MDT approach to ensure essential life skills, communication development and health therapies. 		
What aspects of the policy/ measure will affect children and/ or young people?	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.		
What is the likely impact, direct/ indirect, of the policy/ measure on children and/ or young people?	<p style="text-align: center;">Positive</p> <p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p style="text-align: center;">Neutral</p> <p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p style="text-align: center;">Negative</p> <p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly</p>

<p>Which groups of children/ young people will be affected?</p>	<p>Children and young people aged 3-19 who attend Craighalbert for education.</p>
<p>Is a CRWIA required? Explain rationale for this decision.</p>	<p>CRWIA NOT required.</p> <p>Policy and procedures underpinned by UNCRC, in particular;</p> <p>Article 2 - All children have equal access to their rights and be protected against discrimination;</p> <p>Article 3 - When adults make decisions, they should think how they will affect children and do what is best for them</p> <p>Article 12 - When adults make decisions that affect children, they should ask them what they think and consider their views; children should be supported to give their views in a way that is best for them</p> <p>Article 23 - Disabled children should be supported to reach their full potential in all areas of development</p> <p>Article 24 - Children have the right to the best health possible and to medical care and to information that will help them stay well</p> <p>Article 28 - Children have the right to an education</p> <p>Article 29 - Education should help a child develop their personality, talents and abilities; and to respect others rights, cultures and differences</p> <p>Article 30 - Children have the right to use their own language, customs and religion</p> <p>Article 31 -Children have the right to access leisure and play.</p>
<p>Signed</p>	<p><i>Head of Learning</i></p>
<p>Date</p>	<p>13/04/2026</p>



Craighalbert Centre

Enabling Children to Achieve



KIND



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INSPIRATIONAL



COLLABORATIVE

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