

The Scottish Centre for Children with Motor Impairments



Craighalbert Centre
Enabling Children to Achieve

Curriculum and Assessment Policy

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1. How Do We Provide a Supportive and Inclusive Curriculum for All?

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.

Our curriculum is rooted in the Curriculum for Excellence (CfE) framework, ensuring well-planned learning experiences and outcomes across all curriculum areas. Pupils progress through Broad General Education (BGE) from the age of 3, focusing on pre-early/early levels or Foundation Milestones. From S4, pupils engage with the Qualifications Scotland pathway at SCQF levels 1 or 2. For those working within the Foundation Milestones, progress is assessed using the Continuum of Engagement, which ensures meaningful recognition of all achievements.

A strong emphasis is placed on Learning for Sustainability and fostering understanding of our wider environment. This holistic approach is integrated into learning experiences, alongside opportunities for pupils to gain qualifications, awards, and other achievements. These activities aim to nurture the four capacities: Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

Life, learning, and independence skills are embedded throughout the educational journey. Personalised support and appropriately challenging opportunities ensure every child can achieve their full potential. This support is provided through a multidisciplinary approach, with education, therapy, and care teams working collaboratively to create a holistic and inclusive environment.

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

The Craighalbert Centre 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.

This policy document is intended to provide clear guidance on our curriculum aims, structure, and implementation, ensuring a consistent and high-quality educational experience for all learners.

Consultation

This policy was written and developed by Shona McMonagle, Head of Learning, the multidisciplinary Curriculum Development Group, and the Parent Council, throughout the academic year 2024-2025. The involvement of different stakeholders in this process ensures that diverse perspectives lead to relevancy and inclusive practices.

2.What Drives Our Work at The Craighalbert Centre?

The Craighalbert Centre is a Scottish Government Grant Aided Special School and has been supported by the Scottish Government as a national centre to promote integrated learning, therapy and care of children with multiple and complex additional support needs since 1991.

Why

Everything we do is to promote and support the development of children in Scotland who have complex communication, learning, health and care needs to achieve their full potential while they experience the highest level of wellbeing possible.

How

We develop, model, and share best practice in holistic planning and multi-disciplinary service delivery to promote learning and development, and actively engage families to enhance their capabilities and foster ambition for their children.

What

We do this through the provision of high-quality nursery, school, and wider programmes of service delivered by a highly skilled team of practitioners working collaboratively in an enabling environment.

Who

Children in Scotland aged 0-19 years with complex communication, learning, health and care needs.

Our services are guided by our mission, vision and values which are congruent with Curriculum for Excellence principles in seeking to foster the wider development of the individual.

Mission: To advance practice in Scotland so that children with complex communication, learning, health and care needs achieve their full potential.

Vision: A Scotland where every child no matter what their challenges is supported to reach their full potential.

Values:

- Child-Centred - We have rights of each child at the heart of everything we do
- Kind - We are compassionate, inclusive, fair, honest, and welcoming
- Ambitious - We set and achieve challenging goals
- Inspirational - We influence others to improve outcomes for each child, young person, and their families
- Collaborative - We work together to achieve the highest possible outcomes for all.

3. What Do We Promise to Do for Our Pupils?

We promise that it will be:



I get time to learn at my own pace in an environment that suits my needs and my unique learning style.

Article 29, 23

I get the opportunities to be challenged to reach my goals. My learning activities will help me grow and develop into the person I know I can be.

Article 13, 29

The adults around me will work collaboratively to ensure my learning is relevant to me.

Familiar staff around me watch and listen to give me the opportunities to learn in my preferred way.

Article 12, 13, 28

I am part of a school community that values and upholds children's rights.

These rights are taught, practised, respected, protected, and promoted.

Article: 2, 17, 29

I can explore my abilities and best means of access.

Familiar staff around me work collaboratively to help me do this as independently as possible.

Articles 2, 28, 29

I am encouraged and supported to express my own voice. My opinions are listened to and valued within the school community.

Articles; 12, 13

I can be myself.

My school community celebrates and encourages each step of my achievements.

Articles 2, 14, 28

OUR PROMISE

Our curriculum will create a space and opportunities for me to realise how capable I am, while knowing I can ask for help and that success is about growth, effort, and perseverance.

Articles 28, 29

I have access to opportunities and resources to ensure I can take part in a way which meets my needs in learning and play.

Articles 13, 23, 28, 31

I am included in a curriculum that is interesting, meaningful, fun and relevant to me.

Articles 3, 28

I can experience playfulness, laughter and joy in an environment created to meet my needs.

Articles 23, 31

Our Pupil Promise is underpinned by the [UNCRC _The Rights of the Child](#)

4. How Do We Deliver a Curriculum That Meets Diverse and Complex Needs?

At the Craighalbert Centre, this policy outlines the delivery of a curriculum tailored to the diverse and complex needs of our pupils. Rooted in the Getting It Right for Every Child (GIRFEC) approach and the Scottish Curriculum for Excellence, our curriculum is adapted and enhanced to ensure accessibility, relevance, and meaningful learning opportunities for all.

Key Features of Our Curriculum

Our curriculum is designed to address the diverse and complex needs of our pupils through personalisation, flexibility, and a holistic approach. Individualised learning pathways cater to each pupil's unique abilities, challenges, and goals. A multi-disciplinary approach integrates education with essential life skills, communication development, and health therapies.

We prioritise sensory processing by incorporating multisensory learning experiences and utilise assistive technologies to ensure accessibility and engagement. Communication development is central, promoting pupil voice through tailored strategies, including alternative and augmentative communication (AAC) methods.

Creative arts and physical education are integral, offering adapted opportunities for self-expression in music and art, alongside motor skill development and enjoyment of movement. Social and emotional learning fosters wellbeing, positive relationships, and social interaction.

Our curriculum also supports flexible pacing, recognising that learning is not always linear, and ensures progression is adapted to each pupil's needs.

Curriculum Areas:

- Languages and Literacy (including alternative communication systems)
- Technologies
- Numeracy
- Health and Wellbeing
- Religious and Moral Education
- Social Studies
- Sciences
- Expressive Arts.

Our curriculum is delivered by a multidisciplinary team of teachers, learning practitioners, and therapists, all specialising in supporting children with combined complex communication, learning and health and care needs. We work closely with families to ensure our curriculum aligns with each child's goals and aspirations, as outlined in their Child's Plan. We have developed a new Child's Plan template and are currently (2025 – 2026) developing daily personalised planning for each of our children and young people that reflects and integrates key areas of the Child's Plan.

At The Craighalbert Centre, the BGE curriculum is delivered through creative methods by teachers and practitioners, supported by therapists to integrate learning and therapy effectively. Personalised programmes are developed through continuous assessment to meet each child's unique needs.

The curriculum emphasises personal development, focusing on decision-making, communication, life skills, independence, and community access, whilst maintaining a focus on nurturing pupils. Adaptable class structures and flexible groupings foster friendships, self-worth, and pride in achievements.

A yearly calendar celebrates wider achievements through events, collaborations with external specialists, and learning about local, national, and global issues, detailed in our termly newsletter. This

holistic, personalised approach ensures a rich and supportive learning experience aligned with the Curriculum for Excellence.

What Does Our Curriculum Provide?

We are currently developing our curriculum to ensure that it is relevant and meaningful to the children who attend the Craighalbert Centre. Our curriculum begins from an evidence-based starting point through analysis of observations. This gives us a clearly defined foundation and insight into each child's learning style, enabling us to build a personalised approach to their education. As staff, we want our children and young people to achieve, and our aspirations for their development encompass a holistic approach to education and well-being.

To achieve this, we:

- Provide access to quality early childhood education programmes
- Encourage and support parents to engage in their children's learning
- Incorporate play-based learning, underpinned by the development of communication and access
- Recognise all achievements
- Promote multi-disciplinary learning that integrates different subject areas to support contextual learning and retention
- Provide regular and constructive feedback to help children recognise and celebrate their growth.

At Craighalbert, our curriculum is shaped by the active participation of our learners. We take time to truly understand each child, and this understanding guides how we structure every school day. In Scotland, we refer to the totality of the curriculum—everything planned for children and young people throughout their learning journey, from early years to school and beyond. Effective planning starts with knowing our learners, and this principle is at the heart of our approach.

The Curriculum for Excellence is built upon four key contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for personal achievement
- Ethos and life of the school as a community.

Interdisciplinary learning is central to our approach. By designing themed learning experiences, we create meaningful connections across

different curriculum areas. This allows learning to flow naturally while also empowering our pupils to take the lead in their own learning journey.

We celebrate personal achievement in a variety of ways, both throughout each term and on a weekly basis. Recognising successes—whether through Rockhopper Awards (swimming pool achievements), Qualification Scotland National 1 qualifications, WOW! moments, or other milestones. Through our Pupil Council, learners play an active role in shaping school events. We have a busy annual calendar with activities that bring families and the wider community together. These celebrations and achievements are further highlighted in our termly newsletter, which is available on our website.

To ensure the success of our curriculum, it is essential that we create a comprehensive and adaptable, communication-rich educational environment.

We:

- Ensure staff have the necessary qualifications, knowledge, skills, and understanding in education, health, therapy, and care, supported by a rolling programme of training to develop competence, capability, and capacity
- Develop short- and long-term targets for each child, addressing their unique educational, health, therapy, and care needs
- Involve educators, therapists, healthcare providers, and parents in the Child's Plan planning process to ensure a holistic and comprehensive approach
- Conduct regular observations to monitor each child's progress in their learning, health, therapy, and overall well-being and to inform next steps
- Adjust plans and strategies based on assessment outcomes to better meet each child's evolving needs
- Use adaptive learning materials and technologies to ensure all children can access the curriculum
- Employ differentiated instruction methods to cater to the diverse learning styles and abilities of our children and young people
- Design activities that align with our children's interests, strengths, and needs

- Set high, yet achievable goals for our children to challenge and motivate them
- Maintain open lines of communication with families to discuss progress and challenges
- Implement reflective practices and moderation where staff analyse and discuss the effectiveness of their strategies
- Allow ample processing time for children to understand and respond to their environment
- Carefully observe children's responses and adjust the pace of activities accordingly
- Design and incorporate sensory activities that support the needs of sensory learners

Understand that behavioural responses are a form of communication and analyse them to determine underlying causes.

Our approach incorporates personalised learning strategies, involving parents and carers, assistive technology, and an adapted learning environment. Collaborating with our therapeutic partners ensures that each child maintains an optimal position, allowing access to learning activities regardless of their position or equipment.

Working together enriches the learning experience, helping children apply skills in both familiar and new contexts. Furthermore, age-appropriate learning experiences are planned to ensure they are relevant, challenging, and meaningful.

Our aim is for all our pupils to be challenged and make progress during their time at The Craighalbert Centre. Evidenced, personalised outcomes ensure that our children and young people:

- Are safe
- Have a voice and can communicate effectively
- Participate actively in meaningful, engaging, and relevant learning
- Are self-aware and can manage their emotions
- Build strong reciprocal relationships with those around them
- Achieve their potential.

How Does Our Senior Phase Programme Support Young People?

Our Senior Phase programme begins in S4 and continues through to the end of S6, providing a structured yet flexible learning experience. While continuing to develop communication, independence and learning skills, the programme also offers opportunities to achieve progressive awards at SCQF levels 1 and 2.

Throughout S4 to S6, young people work towards Personal Development awards at bronze, silver, and gold levels by completing a series of structured units. Learning during these years is highly relevant to everyday life, with opportunities to engage in extracurricular activities such as outdoor residential experiences. Personal interests are also recognised and incorporated into unit choices, ensuring a meaningful and engaging learning journey.

Learners can also work towards the Adult Learning and Transition Award at SCQF level 1, helping them develop the skills and confidence needed for life beyond school. This ensures they are actively involved in planning their next steps, ensuring their voice is heard.

Learning Across The Four Contexts at The Craighalbert Centre

Opportunities for Personal Achievement



Look at all the smiles!
Everyone around me
celebrates my
achievement with me.



I have the
independence to
go where I want
to go.



Interdisciplinary Learning



To flatten this clay, I am working on my
Literacy and communication skills,
numeracy, motor activity training (P.E)
and the correct position to flatten this
clay.

I am driving myself down the corridor using
my switch to activate the controls. I am using
motor control (P.E), communication (Literacy)
and positional language (Numeracy) during
my journey. I'm also having fun (Wellbeing)!



We joined with the therapies and took
them for a walk.



We join together with
our families in our
learning and explore
learning together.

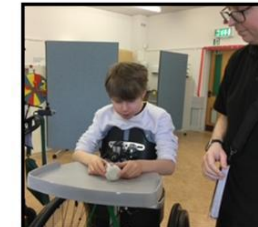


Everyone supports us to
use our AT so that we can
talk to our friends and
learn to be independent.

Ethos and Life of the School as a Community



I'm encouraged to
use my foot to
work on my kicking
skills in P.E.



The correct position
and access method
allows me to model
during Art.

We used our
alternative
pencils during
Literacy to
create Superhero
sound words.



Curriculum Areas and Subjects

6. Linked Policies

The Curriculum Policy should be read in conjunction with the following policies:

- The Health and Well-Being Policy
- The Literacy Policy
- The Numeracy Policy
- The Religious and Moral Education Policy
- The Inter-Disciplinary Education Policy
- Administration of Medication Policy
- Individualised Moving and Handling Risk Assessments to ensure correct positioning for each learning activity.

7. How do we know our learners are making progress?

At the Craighalbert Centre, our assessment model integrates structured processes to align closely with the curriculum, ensuring that assessments effectively capture learning progress and inform teaching practices. Rooted in the rights of our pupils to personalised communication and inclusive education, our model supports each child to achieve their full potential, express themselves, and build meaningful connections.

We use comprehensive assessments to evidence progress and achievement, contributing to each child's holistic development as documented in their Child's Plan. Recognising that progress is not limited to individual outcomes, we celebrate all achievements, no matter how small, across school and wider life contexts.

Our assessment aims are:

1. To showcase pupils' knowledge, skills, and abilities
2. To empower pupils to express their feelings about their work
3. To guide tailored planning for each child's unique needs and reflect these in Child's Plan outcomes
4. To provide parents/carers with regular insights to support learning
5. To equip staff, health partners, and trustees with data to evaluate and enhance school effectiveness.

Frameworks for Assessment

We assess against the Curriculum for Excellence (Foundation Milestones, Pre -early and Early) which track significant developmental points , using consistent language to guide next steps. This approach ensures that learning, assessment, and target -setting remain interconnected.

In addition, the Continuum of Engagement complements learning assessment by measuring levels of engagement, recognising that progress for our pupils may be non-linear. This dual approach evaluates both developmental and engagement outcomes, enabling us to optimise teaching strategies, learning environments, access methods and resources.

Personalised and Holistic Approaches

Observations and ongoing dialogue with familiar staff are central to identifying accurate next steps, ensuring personalised learning pathways. Moderation processes validate these assessments, promoting consistency and accuracy.

Our assessments also align with National Improvement Framework outcomes, supporting:

- Engaging with digital, assistive technology
- School leaders, teachers and practitioners driving excellent learning for those with ASN
- Inclusive and relevant curriculum and assessment
- Increasing engagement through personalised learning programmes

Monitoring and Evaluation

Class teachers' forward plans are reviewed termly by the Head of Learning.

Internal moderation is conducted during department meetings or INSET days, involving key stakeholders. A recent Care Inspection, (June 2025) rated us 'very good' for play and learning.

This robust assessment model underpins our commitment to delivering a meaningful, challenging, and personalised education for every learner.

Appendix

1. The Child's Plan - The Child's Plan is at the heart of everything we do, ensuring your child or young person's needs are met — whether in learning, posture, well-being, or access. This plan helps class staff tailor support to their unique learning style. A sample of the Child's Plan is included in the following pages. As a dynamic, evolving document, it will adapt to reflect your child or young person's changing needs. Please reach out to us if you have any questions or would like further details.

Thank you.

PART 3 – CHILD'S PROFILE

<p>Who I am</p>	<p>Insert a photograph of the child . . . Provide a general introduction . . . from the perspective of the child's parents and TAC . . . the 'essence' of the child/ their personality . . .</p>
<p>How I grow and develop</p>	<p>FUNCTION</p> <p>I might do things differently, but I CAN do them. Knowing my way of doing things is important. <i>(in my home, my school and my community)</i></p> <p><u>Communication</u></p> <p><u>Learning</u> Sub-headings below are intended to guide the information provided, i.e. the positive impact of a child's abilities under each heading on their learning Continuum of engagement Learning and attainment Visual Function Physical/ emotional wellbeing Posture/Access Methods Gross motor abilities Fine motor abilities Switch skills/ assistive technology Sleep</p> <p><u>Play/ leisure activities</u> With focus on the things I can do . . . Preferred toys/ activities/ music/ interests Family/ weekend activities Clubs outside school Accessing my community</p>
	<p>FITNESS</p> <p>Everyone needs to stay fit and healthy both physically and mentally. I might need to do this in a different way, these are some of the ways I stay fit and well and how to help me take part.</p> <p><u>Physical fitness</u></p>

	<p>Please be mindful the anticipated audience when completing this section . . .</p> <p>Cardiovascular/ stamina Muscle strength/ endurance Flexibility Mobility - walking aid/ tricycle/ wheelchair Aquatic-/ hydrotherapy Rebound therapy MATP Nutrition Sleep Accessing the outdoors</p> <p><u>Emotional wellbeing</u> Ability to express and regulate emotions Anxiety/depression Behaviour</p>
<p>What I need from the people who look after me</p>	<p>Child's multiple and complex communication, learning, health and care needs are supported by the integrated Craighalbert MDT in collaboration with Local Authority (educational psychology, social work) and NHS services (dietetics, neurology, orthopaedics, respiratory, orthotics, wheelchair) across number of Health Boards (GG&C and Lanarkshire).</p> <p><u>Health</u> Health care plans 24-hour postural care Equipment Skin integrity Bone density Enteral feeding Diet</p> <p><u>Care</u> Child is dependent on number of adults to keep her/ him safe and well, for all aspects of personal and intimate care and to minimise barriers to her participation in learning and therapy. Engagement with social work Housing Adaptations and equipment Motability vehicle</p>

	<p>SDS/ support package Access to respite/ short breaks</p>
My wider world	<p>Family My family is my world, they know me best and I trust them. Listen to them. Talk to them. Hear them. Respect them. Immediate and wider family Culture/religion Frequency of contact Ability to support Working patterns Shared activities Other people who are important to me</p> <p>FUN Life is about having fun. Please help me do the activities that I find the most fun. Focus on the things I most enjoy/ want to do What are my interests/favourite things What makes me laugh Extra-curricular activities/ clubs</p> <p>FRIENDS Having friends is important. These are some of my friends. Please give me opportunities to make more friends to learn with and have fun with. Interest in/ interactions with peers Peer group(s)/ class size Consider any challenges with friendships Access to friendships within and out with school</p> <p>FUTURE</p>

THE SCOTTISH CENTRE FOR CHILDREN WITH MOTOR IMPAIRMENTS
CHILD'S PLAN – SCCMI AS LEAD PROFESSIONAL

	<p>I am growing up everyday so please find ways for me to participate and be included.</p> <p>From parents/ TAC perspective . . . Hopes and ambitions Short- and longer-term priorities Post-school provision Independence</p>
Strengths (boasts about child)	
Child's Voice	
Views of parent(s)	
Views of other contributors to the Child's Plan:	<p>Nordoff and Robbins Partners in Advocacy Ed psychologist Wider TAC</p>

THE SCOTTISH CENTRE FOR CHILDREN WITH MOTOR IMPAIRMENTS
CHILD'S PLAN - SCCMI AS LEAD PROFESSIONAL

PART 4 - SUMMARY OF WELLBEING STRENGTHS, BARRIERS AND SUPPORT NEEDS

Barrier to learning	Impact	Current status	What is going well	Challenges	What is important now / in the future	Actions	Wellbeing indicators
							<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Healthy <input type="checkbox"/> Achieving <input checked="" type="checkbox"/> Nurtured <input type="checkbox"/> Active <input checked="" type="checkbox"/> Respected <input type="checkbox"/> Responsible <input type="checkbox"/> Included
							<input checked="" type="checkbox"/> Safe <input checked="" type="checkbox"/> Healthy <input checked="" type="checkbox"/> Achieving <input checked="" type="checkbox"/> Nurtured <input checked="" type="checkbox"/> Active <input type="checkbox"/> Respected <input type="checkbox"/> Responsible <input type="checkbox"/> Included

PART 5 – OUTCOMES AND GOALS: Based on part 3 & 4 and educational objectives (FUTURE)

Long term	Short term goals (SMART, COAST goals)	Strategies	Agreed actions	Evaluation	Next steps
				Click or tap here to enter text.	

This section will reflect as many or as few barriers to learning as needed for each child or young person. The Team Around the Child (TAC) meets regularly to review and address any necessary changes. These discussions may include factors such as respiratory health, musculoskeletal concerns, epilepsy and seizure management, muscle tone, pain, access to play opportunities, well-being, nutrition, vision and hearing, and complex communication needs.

Part 4 of this document provides a space for parents, learning and teaching staff, therapists, health and social care professionals to come together to identify barriers, understand their impact on learning, and explore strategies to minimise them. This shared understanding enables learning and teaching staff to plan effectively, ensuring that each child has the best possible access to learning, engagement, challenge, and achievement.

By signing below, we confirm that we have thoroughly read and reviewed the child's plan. We agree with the information and recommendations contained within the document. Additionally, we provide our consent for this information to be shared with relevant external multidisciplinary team members and other professionals as necessary to support the child's development and well-being. Our signatures indicate our commitment to collaborate in the implementation of the plan and to ensure the best possible outcomes for the child.

Signed Lead Professional:

Date: Click or tap to enter a date.

Signed by family:

Date: Click or tap to enter a date.

Date of Next review/update: Click or tap to enter a date.

Children's Rights and Wellbeing Assessment stage 1 - Screening



Name of Policy/Measure	Curriculum 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 curriculum that is designed to address the diverse and complex needs of our pupils • A curriculum that is personalised, flexible and holistic • A curriculum underpinned by a 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>
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 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. 		
Signed	xxxx		
Date	25/07/2025		



Craighalbert Centre

Enabling Children to Achieve



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

The Scottish Centre for Children with Motor Impairments

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The Scottish Centre for Children with Motor Impairments (known as Craighalbert) is a Scottish charity, SC008428, regulated by the Scottish Charity Regulator (OSCR). A Company limited by guarantee registered in Scotland No. 129291