

# The Scottish Centre for Children with Motor Impairments



**Craighalbert Centre**

Enabling Children to Achieve

**Equality & Diversity Strategy  
Progress report 2021 - 2025**

## **1. INTRODUCTION TO CRAIGHALBERT**

The Scottish Centre for Children with Motor Impairments (SCCMI/ Craighalbert), is one of Scotland's grant-aided special schools (GASS), receiving a proportion of funding from the Scottish Government.

Craighalbert is a national resource, providing a range of services to children and young people aged 0-19 years, with complex communication, learning, health and care needs secondary to a neurological condition and their parents/ care givers.

### **Our mission**

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

### **Our vision**

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

### **Our values**

Child-centred - The child's will and wellbeing are at the heart of everything we do.

Kind - We are compassionate, generous and friendly.

Ambitious - We are not afraid to set challenging goals.

Inspirational - We seek to stimulate and influence others to improve outcomes for children, young people, and their families.

Collaborative - We work together to achieve the highest possible wellbeing for all.

### **What do we do**

We provide high-quality nursery, school, and wider programmes of service by a highly skilled team of practitioners working collaboratively in an enabling environment.

### **Why do we do what we do**

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

### **How do we do what we do**

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

## **2. MAINSTREAMING EQUALITY AND DIVERSITY**

Equality duties require us to report progress towards mainstreaming the general equality duty. The term 'mainstreaming' refers to the integration of equality and diversity into the day-to-day working of an organisation so the promotion of equality and the valuing of diversity are components of everything we do.

Craighalbert has a range of policies and procedures in place to support mainstreaming including those related to: Access; admissions; flexible working; governance; maternity/ paternity/ adoption leave; parental engagement; parental leave; pension discretions; recruitment; and whistleblowing.

In April 2021 we identified a number of mainstreaming priorities arising from the specific duties and ongoing organisation development:

### **2a. Increasing the accessibility of information related to Craighalbert available to the families of children affected by complex communication, learning, health and care needs**

#### **Web-site re-design and monitoring**

In May 2025, we carried out a full redesign of our website, guided by consultation with parents of children with complex communication, learning, health, and care needs. Our primary aim was to improve the ease and intuitiveness of the user journey, enabling parents/ others to quickly find the information most relevant to them.

Our new website features a balanced mix of text, images, and video to support varied communication preferences. Recognising that individuals access information in different ways, videos now include subtitles for inclusivity, and all images contain appropriate alt text. Accessibility testing was a core part of the design process and remains an ongoing commitment, including e.g. evaluation of colour contrasts for visual clarity and ensuring compatibility with screen readers through tools built into our Wix platform.

To maintain high standards of accessibility and usability, the website undergoes a structured review every six and twelve months, with a focus on accessibility features and user experience, identifying opportunities for improvement. In addition, we carry out annual consultation with parents and the wider community to gather feedback on website performance and content accessibility.

We are committed to ensuring that our website meets Web Content Accessibility Guidelines (WCAG), with a focus on achieving testable success criteria and continuous improvement in response to the needs of the families we support.

#### **Referrals from external professionals**

A review of enquiries in 2021 indicated that external professionals rarely referred children to Craighalbert or provided parents with information about Craighalbert, with the majority of initial contacts resulting from either parent-to-parent information-sharing or personal research by parents.

Our records indicate a range of sources of information from which parents receive initial information about our services, however the website and parents of children currently engaged in our programmes are consistently identified as the primary sources of initial information. It remains unusual for an education, health or social care professional to be identified by parents as their primary source of information.

During 2023-2024 a significant minority of parents identified an education/ health/ social care professional as their primary source of initial information:

- 13% of parents identified a health or social care professional, but not an educational professional, as their initial source of information, i.e. consultant paediatric neurologist, health visitor, physiotherapist or neonatal nurse.
- 56% identified our website/ other parents.

This is a small improvement on the data for the period 2019-2020 during which:

- 10% of parents had identified an educational or social care professional, but not a health professional, as their initial source of information, i.e. educational psychologist or social worker.
- 69% had identified our website/ other parents.

## **National information dissemination**

Our engagement with parents, professionals and organisations both nationally and internationally has continued through e.g. hosting child-focussed multi-disciplinary review and planning meetings; membership of national/ international bodies; participation in conferences and training events; and contributing to national consultation activities.

2024-2025, Craighalbert staff collaborated with colleagues supporting children resident in 47% of Scottish council areas.

National bodies of which Craighalbert/ members of our staff are currently members of include:

- Aquatic Therapy Association of Chartered Physiotherapists (ATACP)
- Association of Child Protection Professionals (AOCPP)
- Association of Paediatric Chartered Physiotherapists (APCP)
- British Academy of Childhood Disability (BACD)
- British Assistive Technology Association (BATA)

- General Teaching Council for Scotland (GTCS)
- Health and care professionals council (HCPC)
- National Complex Needs Network (NCCN)
- National Managed Clinical Network for Children with Exceptional Healthcare Needs (NMCN CEN)
- Neurological Alliance of Scotland (NAOS)
- The Nursing and Midwifery Council (NMC)
- Royal College of Occupational Therapists (RCOT)
- Royal College of Speech and Language Therapists (RCSLT)
- The Scottish Social Services Council (SSSC)

Conferences and other professional meetings at which Craighalbert was represented during 2024-2025 included:

- Alliance Annual Conference, May 2024
- Children in Scotland Annual Conference, May 2024
- Communication Matters Conference, September 2024
- British Association for Community Child Health (BACCH), October 2024
- Cerebral Palsy Scotland Annual Conference, October 2024
- Learning Places Conference, November 2024
- The Gathering, Scottish Council for Voluntary Organisations, February 2025
- The Royal College of Paediatrics and Child Health (RCPCH), March 2025
- Children in Scotland's Annual Conference (Making Space for Voices) May 2025

National review and consultation processes to which Craighalbert/ members of our staff team contributed to included:

- Long Term Conditions Framework
- NAOS My Neuro Survey
- Palliative Care Matters for All
- Scottish Social Services Council Proposed Register Changes.
- Brain Awareness Week – Invest in Neuro Research national campaign

## **2b. Extending the age range of children and young people attending Craighalbert as their main educational placement**

We have continued to extend our upper age limit year on year in parallel with a programme of curriculum development and continuing professional development since launch of our senior phase in August 2021 for an initial 1 young person.

2022-2023 – 2 young people, increasing to 3 during 2023-2024.

## **2c. Extending the complexity of additional support needs Craighalbert staff are able to meet**

The characteristics of children and young people attending our nursery, primary, secondary and senior phase programmes have continued to be expanded to incorporate a wide range of the severity and complexity of communication, learning, health and care needs secondary to a neurological condition, including children with life-threatening and life-limiting conditions.

In January 2021 – 50% had exceptional care needs with a severe impairment recorded in 5 of the assessment categories and required enteral feeding, 21% had a severe impairment recorded in 5 of the assessment categories but did not require enteral feeding and 29% had a severe impairment in 4 of the assessment categories.

2024-2025 – the multiple and complex communication, learning health and care needs of 39% were assessed to require services at level B of our revised fee structure (comparable to having a severe impairment in 4 of the CEN assessment categories), 28% at service level C and 11% at level C with an additional agreed fee (comparable to having a severe impairment in 5 of the CEN assessment categories and requiring enteral feeding).

We will continue to monitor our programme of mandatory and child specific training our staff team are required to complete at induction and on a regular basis thereafter to ensure they have both the competence and confidence to meet our current cohort's routine multiple and complex health and care needs on a day-to-day basis and to respond to unexpected and/ or emergency healthcare needs appropriately.

## **2d. Ensuring high quality equality impact assessments are conducted as part of service review and development**

To ensure compliance with the requirement to conduct equality impact assessments (EIAs), we have established a rolling programme of policy and procedure review and update. All new and substantially revised policies and procedures will continue to undergo both an EIA and a Children's Rights and Wellbeing Impact Assessment.

## **2e. working with the Scottish Government to deliver national services and provision required to ensure the complex additional support needs of children and young people across Scotland can be met.**

In alignment with the Curriculum Improvement Cycle as outlined by the OECD and adopted by the Scottish Government, we have undertaken a comprehensive curriculum review to ensure it remains relevant, meaningful, and sustainable. This process has been guided by our commitment to delivering rich, interdisciplinary learning experiences that

are responsive to the diverse contexts and needs of our learners. Constructive engagement and ongoing dialogue with our HMle Link Inspector have further strengthened this work, supporting the development of a curriculum policy that is rigorous, clearly articulated, and consistent in its application. This approach ensures coherence across all stages of learning and reflects our dedication to inclusivity and equity for all.

## **2f. Ongoing data monitoring and analysis**

Data relating to the children/ young people and their families engaging with Craighalbert's programmes and services continues to be monitored on an annual basis

via our revised Child's Plan parts 1 and 2 to enable evaluation of the impact of our mainstreaming activities and actions associated with our equality and diversity outcomes.

## **3. REPORTING EMPLOYEE INFORMATION**

### **3a. Employee information**

Data collected on the SCCMI workforce in 2025 noted:

- Women represent 84% of our workforce, with men comprising 16%. Notably, teaching and administration positions are exclusively held by women (4% and 8% of total workforce respectively), presenting a potential area for diversity consideration.
- Our employees' range in age from 19 to 62 years, averaging 44 years old.
- Part-time employment accounts for 51% of our workforce, with hours varying between 16-36 per week. Standard full-time contracts are set at either 35 or 37 hours based on role requirements.
- Part-time positions are predominantly found in:
  - Support roles: representing 29% of all staff and accounting for 57% of part-time positions
  - Therapy roles: comprising 10% of staff and 20% of part-time positions
- Gender representation across employment types shows:
  - Part-time workforce: 43% women, 6% men (approximately 7:1 ratio)
  - Full-time workforce: 41% women, 10% men (approximately 4:1 ratio)
- The higher proportion of women in part-time roles aligns with our overall gender distribution rather than indicating a preference for reduced hours among female employees.

### **3b. Fair pay statement**

At Craighalbert we are committed to the principles and effective implementation of Fair Work First which extends to every member of our staff team throughout their employment journey. We will achieve this by continuously reviewing and enhancing our work processes, ensuring that our policies mirror our commitment to the principles of Fair Work First.

#### **We have an appropriate channel for effective employee voice**

- We operate an Employee Forum and work in a formal partnership arrangement with the group to ensure collective representation of all employees.
- We conducted an employee survey in May 2025, and will do so on an annual basis, to track how we are doing over time and ensure we are moving in the right direction. We will communicate the results and any outcomes/ actions arising with our employees.
- We collaborate closely with our Employee Forum to ensure effective consultation and negotiation during any change-management activities.

#### **We invest in workforce development**

We have 12 in-service days a year which support the learning and development of all employees across the organisation. We offer comprehensive learning and development opportunities, including:

- Role-specific training to ensure our employees have the pre-requisite knowledge and skills e.g. administration of medication and baby and child first aid.
- Our staff have access to the NHS e-learning platform (TURAS) which contains a wide range of courses relevant to role and/ or personal development, e.g. child protection and moving and handling.
- We use ACAS for training on e.g. Equality and Diversity and Bullying and Harassment

#### **We do not use zero hours contracts**

For fixed term or general employees across our workforce, we recruit to paid stated-hours contracts.

We do recruit a small cohort of Lunchtime Support Assistants (LSAs) on contracts of less than 16 hours who have rolled up Holiday Pay which is their preference. Our LSAs are trusted and valued colleagues within our teams, with access to core role-specific training opportunities and access to internal employment opportunities as permanent employees should they choose to apply. They are all paid at least the Scottish Living Wage (SLW) rate and are granted statutory employment rights and protections, without exception. We ensure that our approach complies with good practice, employment law and SSSC and regulatory requirements.



## **We take action to tackle the Gender Pay Gap and create a more diverse and inclusive workplace**

- Our Gender Pay Gap Reports are published on our website. The latest reported Median Gender Pay Gap was 0%. The composition of our workforce reflects the proportion of women employed in frontline positions in our services and developments, which is broadly representative of the make-up of early years/ care/ primary education across the UK which remains predominantly female.
- The composition of our current Centre Leadership Team is predominantly female.
- We are confident that the Gender Pay Gap does not stem from paying men and women differently for the same or equivalent work. We remain committed to promoting diversity in the workplace and equal opportunities for all employees, regardless of sex, race, religion or belief, age, marriage or civil partnership, pregnancy/ maternity, sexual orientation, gender reassignment or disability.
- We have clear policy of paying employees equally for the same or equivalent work, regardless of their sex or any other protected characteristic. This is demonstrated through our defined and published pay scales and job evaluation process. We also have a robust and transparent approach to recruitment, appointing candidates based on performance and competence.

## **We are committed to paying the Real Living Wage**

- A key commitment in our People Plan is to retain the Scottish Living Wage. At our last pay award, we took all pay scales to above the current SLW minimum.
- Our annual pay awards in the last, particularly 2023-2025, have focussed on supporting lower paid staff.

## **We offer flexible and family friendly working practices for all workers throughout their time with us**

- We have adapted our working practices to offer more flexibility to staff despite being a service-oriented, front-facing organisation.
- We have a range of policies which support flexibility and family-friendly working practices, including: Flexible Working Policy; Maternity/ Paternity/ Adoption/ Shared Parental Leave and TOIL.

## **We do not operate 'fire and rehire' practices**

- All our recruitment follows statutory employment law on e.g. appointment and right to work and our formal probation policies that ensure any dismissal is based on completion of a formal fair process, e.g. performance or absence.

- Dismissal without due process is not possible.
- In addition to our internal procedures, our insurance criteria require assurance from their legal team before terminations can proceed.
- Employee Forum members are available to staff for advice and assistance in all matters related to employment and are offered training and guidance /signposting to the correct information.

Craighalbert's Fair Work First Statement has been approved by our Employee Forum.

### 3c. Occupational segregation

#### Gender and Employment Type

| Gender / Employment Type | 2025    |           |       |
|--------------------------|---------|-----------|-------|
|                          | % Males | % Females | Total |
| Part Time                | 6%      | 43%       | 51%   |
| Full Time                | 10%     | 41%       | 49%   |
| Total                    | 16%     | 84%       | 100%  |

#### Occupational Gender Distribution by Post Type

| Post                   | 2025    |           |                |
|------------------------|---------|-----------|----------------|
|                        | % Males | % Females | % of Part Time |
| Centre Management Team | 2%      | 8%        | 0%             |
| Therapy                | 2%      | 16%       | 10%            |
| Teaching               | 0%      | 4%        | 0%             |
| LCTP / LSA             | 6%      | 45%       | 29%            |
| Facilities             | 6%      | 4%        | 6%             |
| Administration         | 0%      | 8%        | 6%             |
| Total                  | 16%     | 84%       | 51%            |

### 3d. Diversity of our Board of Trustees

At Craighalbert, we are committed to ensuring that our Board of Trustees reflects the diversity of our community. We recognise that diversity, in terms of background, experience, perspectives, and protected characteristics, enhances decision-making and governance and strengthens our ability to meet the needs of children with complex communication, learning, health, and care needs and their families.

To monitor progress and identify gaps, we carry out a comprehensive diversity audit of our Board every three years. This audit collects anonymous data on a range of

characteristics including age, gender, ethnicity, disability and experience of disability or caring responsibilities. We also conduct a skills, knowledge, and experience audit every three years to assess the Board's collective strengths and identify any areas where additional expertise or perspectives would enhance our governance. These audits are scheduled to coincide with the typical term of office for trustees, which is three years. At the end of each term, trustees may be reappointed, subject to Board approval. The findings from both audits inform future recruitment efforts and help ensure that equality, diversity, and good governance remain embedded in our organisational practices.

We also take proactive steps to overcome barriers that may prevent individuals from becoming trustees. This includes:

- Using inclusive recruitment language and accessible formats for all Board vacancy advertisements.
- Actively seeking and encouraging applications from individuals with lived experience of disability or caring for someone with a disability.
- Offering flexible meeting arrangements (e.g. remote attendance options) to accommodate different access needs and caring responsibilities.
- Providing induction, training and ongoing support tailored to the needs of each trustee to ensure that everyone can participate fully and confidently.
- Reviewing our trustee process regularly to ensure they remain equitable and inclusive.

In recognition of the importance of lived experience in governance, we also ensure that at least one member of our Board is a current parent of a child attending Craighalbert. This role is typically filled by the Chair of the Parent Council, enabling direct representation of parental perspectives in our strategic decision making.

We are committed to fostering a culture of inclusion at Board level and continue to seek ways to remove barriers, diversity leadership, and ensure that all trustees feel valued, supported, and equipped to contribute effectively.

Our Board of Trustees currently comprises 10 members, with women representing 70% of trustees and men 30%. The age distribution shows 80% of our trustees are between 25-65 years, with 20% aged 65 and above. Notably, 30% of our trustees bring lived experience relevant to our mission, providing valuable insight into the community we support. However, we currently have no ethnic minority representation on our board.

While we achieve strong gender representation, our gender analysis identifies opportunities for growth. We currently have no trustees aged 18-25, representing a gap in youth voice and perspective. Additionally, the absence of ethnic minority trustees means we lack diverse cultural perspectives and experiences that could strengthen our governance, decision-making, and community connections. Our recruitment process will

continue to actively encourage applications from underrepresented groups while maintaining our commitment to merit-based appointments.

#### **4. Progress Towards Equality and Diversity Outcomes Identified in April 2021**

An outcome is defined as a result that an organisation aims to achieve to enable it to meet its general duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a relevant protected characteristic; and
- Foster good relations between people who share a protected characteristic and those who do not.

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| By 2025 more robust and comprehensive data will be gathered on the characteristics of the children and families engaging with Craighalbert's programmes and services, identifying and filling evidence gaps. Equality data will be used to develop and adjust service delivery and development. | Revised child planning documents capture the characteristics of the children and families engaging with Craighalbert's programmes and services. | <p>Continue data analysis on at least annual basis.</p> <p>Continue to carry out Equality Impact Assessments when developing policies, procedures and/ or services.</p> <p>Carry out Child's Rights and Welfare (CRWIA) assessment of every revised/ new policy, procedures and/ or service.</p> |

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| By 2025 Craighalbert will exemplify a total communication environment, with inclusive communication embedded across all services. Evidence will confirm that the communication needs of all the children and families engaging with our services are being met. | 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, | <ul style="list-style-type: none"> <li>- Embed literacy into broader communication and curriculum planning, ensuring it is not viewed in isolation but as part of a holistic learning approach.</li> <li>- Continue 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.</li> <li>- Drive future library investment based on evidence, using the completed audit to prioritise purchasing books that reflect learners' diverse developmental stages, interests, and access needs.</li> <li>- Prioritise 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.</li> </ul> |

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|  | <p>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 School Improvement Plan 2024/2025 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</p> | <ul style="list-style-type: none"><li>- Expand 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.</li><li>- Incorporate 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.</li><li>- 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.</li></ul> |
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| By 2025 the SCCMI will evidence improvements, year on year, in the progress of children with exceptional health care needs towards agreed milestones and outcomes. | <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. 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. 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</p> | Continue to dynamically analyse learning data and engagement levels to inform next steps, ensuring evidence-based decision-making that optimises educational outcome |



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|  | incremental gains and areas where progress may have plateaued—often linked to health-related factors. |  |
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## **Craighalbert Centre**

Enabling Children to Achieve



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

### **The Scottish Centre for Children with Motor Impairments**

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