



**Craighalbert Centre**

Enabling Children to Achieve

# School Improvement Plan 2025-2026

## School Improvement Plan 2024/2025

<b>Priority 1</b>	<b>Delivery of high-quality holistic learning and development opportunities through effective and efficient collaborative working practices (inter-disciplinary assessment, planning, delivery, evaluation and reporting).</b>	
<b>NIF Priorities</b>	<b>NIF Key Drivers</b>	
<ul style="list-style-type: none"> <li>Improvement in children and young people’s health and wellbeing</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> <li>Placing the human needs of every child and young person at the centre of education.</li> </ul>	<ul style="list-style-type: none"> <li>Parental engagement.</li> <li>Assessment of children’s progress.</li> <li>Performance information.</li> </ul>	
<b>HIGIOS 4 - Quality Indicators</b>	<b>Health and Social Care Standards</b>	
1.5 management of resources to promote equity. 2.2 Curriculum. 2.3 Learning, teaching and assessment. 2.4 Personalised support. 2.5 Family learning. 2.7 Partnerships. 3.1 Ensuring wellbeing, equality and inclusion. 3.2 Raising attainment and achievement.	1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.19 My care and support meets my needs and is right for me. 1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 1.27 I am supported to achieve my potential in education and employment if this is right for me.  2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.	
<b>National and International Drivers</b>	UNCRC right to education, rights to be heard, rights of child with disability, right to play Global Report on Assistive Technology, World Health Organization and the United Nations Children’s Fund (UNICEF), 2022  Current Scottish Government Curriculum Improvement Cycle	
<b>Links with Strategic Centre Plan</b>	Curriculum Strategy	

Assistive technology Strategy  
AAC Strategy

<b>Outcome</b>	<b>Delivery of high-quality holistic learning and development opportunities through effective and efficient collaborative working practices (inter-disciplinary assessment, planning, delivery, evaluation and reporting).</b>			
<b>Tasks</b>	<b>By when</b>	<b>Impact - what does success look like?</b>	<b>Responsibility</b>	<b>Resources - staff/monetary if necessary</b>
Gather baseline data	August 2025	<b>Up-to-date Information:</b> All relevant data has been gathered, and each Child's Plan has been reviewed and updated as needed. This ensures planning is based on the most current understanding of the child's strengths, needs, and progress.	Alison Phillips	Protected Time on both select Friday afternoons and INSET days.
Timetable routine TAC meetings throughout year	August 2025		Alison Phillips	
Update child's plans parts 3-5	August 2025	<b>Personalised Learning:</b> The template makes it easier to identify key staff allocation throughout the day.	All TAC Lead professionals	
Draft template to support inter-disciplinary individual and class timetables	September 2025			
Pilot interdisciplinary individual and class timetables.	October 2025	<b>Responsive to Feedback:</b> Reflective conversations held during the pilot phase have been listened to, and meaningful adjustments have been made to improve the template. This ensures the final version is practical, user-friendly, and fit for purpose.	Allison Phillips Katie MacDonald Curriculum Development Group	

**Evaluation: Term 1**  
Working group agreed first step to progress collaborative assessment and planning through Child's/ Young Person's Plans to support development of personalised curriculum/ learning plans for identified individual children/ young people.

Baseline learning attainment information compiled from B-Squared milestone data to allow end-of-year comparison to support/ confirm goal achievement data.

Annual TAC and wider MDT review and planning meetings published with clear responsibilities and deadlines to support an appropriate focus on the development of personalised, fully integrated learning programmes to support parental engagement in identifying goals and supporting learning. Availability of AHPs to contribute to fully MDT/ holistic planning challenging due to varied working patterns and conflicting priorities (AT development group meetings scheduled at the same time).

Next steps

- Amend development group schedule to facilitate AHP participation in development of personalised planning processes.
- Extend trial of personalised daily/ weekly planning to more children in Rowan and identified children in Oak and Maple classes.
- Shift focus to collaborative lesson planning and delivery.
- Develop wider staff and parental understanding of the value of the F-words in supporting holistic planning and learning.

Teachers' voice

Personalised daily plans are beginning to take shape, and discussions around more effective assessment and tracking have provided a strong foundation for a small-scale trial.

Teachers feel that individual daily plans will support the implementation of targeted actions and strategies linked to each child's goals. There is a shared expectation that agreed approaches to goal-setting and record-keeping will be clear, accessible, and easy for all staff to use collaboratively. Clear goals and personalised daily plans are increasingly visible within classrooms. Staff report growing confidence that these approaches will support consistent observation and streamlined record-keeping.

Discussions with the wider staff team have also led to the introduction of a trial observation format during Term 2. This includes the use of "WOW" moments recorded on Post-it notes to capture richer, more detailed insights into pupils' learning and progress.

<p>Pilot cooperative delivery of inter disciplinary and individual class timetables.</p>	<p>December 2025</p>	<p><b>Purposeful Design:</b> The planning template is carefully designed to create clear links between Parts 3, 4, and 5 of the Child's Plan. It reflects the priorities outlined in Priority 2 and 3, supporting a more coherent and connected approach to support planning.</p>	<p>Katie McDonald</p>	<p>Engagement with HMI for feedback on proposed interdisciplinary planning template.</p>
<p>Draft template to support interdisciplinary lesson planning</p>	<p>December 2025</p>	<p><b>Responsive to Feedback:</b> Reflective conversations held during the pilot phase have been listened to, and meaningful adjustments have been made to improve the template. This ensures the final version is practical, user-friendly, and fit for purpose.</p>	<p>Members of Curriculum Development Group</p>	

## Evaluation \_Term 2

Individualised planning has been adopted across all classes.

The pilot TAC underpinning the initial roll-out provided valuable insight into the challenges of collaborative planning and informed next steps for implementing personalised daily plans across more pupils.

Increasing buy-in from both LCTPs and families has had a positive impact on engagement with learning, evidenced through:

- Detailed personalised timetables;
- Home learning activities; and
- The working F-Words display.

Teachers have implemented “weekend news” activities to link classroom discussions with the F-Words of Family, Fun, Friends, and Fitness, helping children connect learning with their lived experiences.

Teachers have included 3 F-Words-focused activities in termly home learning plans. This supports staff and family engagement and encourages ongoing contribution to the F-Words approach.

### Next steps

Establish collaborative identification on components of personalised learning programmes as core TAC agenda item 2026-2027

Include F-words training modules in CPD planning for all staff 2026-2027 and induction programme for all new staff

Encourage/ support ownership of F-words by identified LCTPs

### Teachers’ voice

Teachers believe that the introduction of individualised planning has had a positive impact on relevance of learning. It allows for clearly defined differentiation methods for each pupil via access methods, activities and/or therapy sessions to support learners with motivation, understanding and participation throughout learning experiences. They feel that personalised timetables enable them and their class teams to better respond to individual needs, interests, and developmental priorities. Teachers highlighted that collaborative planning with the therapy team will require dedicated time and clear structure to be fully effective.

There is growing confidence in using the F-Words approach amongst the learning team. Class teams would welcome further training and opportunities to share good practice. The use of F-Words activities, although newly established, has supported more meaningful classroom discussions, allowing pupils to make stronger connections between school and home experiences.

Timetable regular parental participation in in-school learning and	March 2026	A clear and manageable timetable if in school opportunities is in place, offering a variety of ways that parents can get involved throughout the school year.	Katie McDonald	
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<p>development experiences.</p> <p>Pilot children/ young people's evaluation of own learning</p>	<p>March 2026</p>	<p>There is a noticeable increase in participation from a broader range of parents and carers – not just those who regularly engage.</p> <p>Participation is clearly linked to learning goals. There is an observable shift in parents thinking – they are now more confident in supporting their child's learning and are engaging in home learning activities.</p> <p>Feedback from parents and carers has allowed the timetable to be flexible and adaptable, informed by what has worked well and what could be improved.</p> <p>Underpinned by the UNCRC – particularly Articles 12, 13, and 23</p> <p>The child and young person's preferred method of communication is used to enable every learner to share their experiences, preferences, and feelings about their learning.</p> <p>Children's views—however they are expressed—are recognised as valid and valuable. Their feedback helps shape future learning experiences and planning.</p> <p>Staff confidence grows in gathering and responding to pupil voice from learners with complex needs. There is clear evidence that insights from the pilot influence practice, demonstrating a commitment to listening and adapting based on what children communicate.</p>	<p>Head of Learning</p> <p>Members of Curriculum Development Group</p> <p>Allison Phillips</p>	
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Gather end-of-project data	June2026	Priority Outcomes and Tasks are evaluated and recommendations set for following year.  Curriculum and IDL Policy Updated as appropriate	Head of Learning	
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**Evaluation\_ Term 3**

Notable increase in parental engagement in assessing their child’s learning needs, identifying barriers to learning and participation, and supporting goal setting, confirmed and evidenced through MDT review. Parent’s Evening and planning meetings (Evidence 8)

High-quality Child/Young Person Plans essential in underpinning personalised curriculum planning for each pupil.

Least successful element continues to be goal identification; to address this, an MDT sub-group has been established to audit current goals, as a first step towards better aligning goals with learning outcomes.

Amendments to both Child/ Young Person Plans, associated guidance and agenda for meetings agreed

In the meantime, children’s learning attainment being reviewed to enable mapping against the Child’s Plan and curriculum development activities, ensuring that plans remain responsive and evidence based.

Next steps

Offer similar model of parents afternoon/ evening on bi-annual basis from August 2026 (September and February)

Audit random selection of goals

Finalise revised Child’s Plan templates and publish guidance notes

Teachers’ voice

Parental engagement has increased in the primary sector of the Centre, including, but not limited to, high attendance at Parents’ Evening, Parent Partnership and share the learning opportunities. Increase in parental involvement at senior-phase transition meetings more evident.

Sharing achievements achieved by the children, with them and their peer group through WOW moment discussions has risen. Children have been observed to be more motivated to share their thoughts and experiences of their learning to have this included on class ‘WOW’ boards. Senior Phase learners have expressed their opinions on the work they have contributed to the Qualification Scotland Qualifications.

**Evaluation\_ Term 4**

<b>Priority 2</b>	<p>To empower our learners to reach their full potential and perform to the best of their abilities, regardless of their disabilities through the use of assistive technology (any item, product or system that increases, maintains or improves the functional capabilities of a person with a disability).</p> <p>We aim to reduce barriers to learning and increase opportunities for independent participation across all areas of curriculum delivery.</p>
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NIF Priorities	NIF Key Outcomes
<ul style="list-style-type: none"> <li>Improvement in children and young people’s health and wellbeing</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> <li>Placing the human needs of every child and young person at the centre of education.</li> <li>Improvement in attainment</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive and relevant curriculum and assessment engaging in digital technology to enhance all aspects of learning.</li> <li>An education system engaging in digital technology to enhance all aspects of learning and teaching</li> <li>Highly skilled staff driving excellent learning, teaching and assessment for all.</li> <li>Increased engagement in learning and a culture of dignity, inclusivity and respect for all.</li> </ul>

<b>HIGIOS 4 - Quality Indicators</b>	<b>Health and Social Care Standards</b>
1.2 Leadership of Learning 1.3 Leadership of Change – implementing improvement and change 2.2 Curriculum – Development of the curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support – Removal of potential barriers to learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality, and inclusion 3.2 Raising attainment and achievement – Equity for all learners	1.19 My care and support meets my needs and is right for me. 1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical, and learning activities every day, both indoors and outdoors. 1.27 I am supported to achieve my potential in education and employment if this is right for me. 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs

	2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.			
<b>National and International Drivers</b>	UNCRC right to education, rights to be heard, rights of child with disability, right to play Global Report on Assistive Technology, World Health Organization and the United Nations Children's Fund (UNICEF), 2022  Current Scottish Government Curriculum Improvement Cycle			
<b>Links with Strategic Centre Plan</b>	Assistive Technology Strategy AAC strategy			
<b>Outcome</b>	<b>All pupils for whom physical access is a barrier to learning will have a clearly established method of access in place. Assistive technology (AT) will be integrated across all areas of the curriculum to maximise participation and support independent learning. Staff will have the skills, knowledge and confidence needed to support the effective use of this technology and help pupils progress.</b>			
<b>Tasks</b>	<b>By when</b>	<b>Impact – what does success look like?</b>	<b>Responsibility</b>	<b>Resources – staff/monetary if necessary</b>
Create a clear, shared understanding of what successful AT integration looks like across the centre (Augmentative and Alternative Communication (AAC), curriculum,	Dec 2025	All those aligned to the Centre (children, staff and parents) will be asked to contribute to the vision statement for the development of the AT strategy and centre overall.  Success will be defined in measurable observations for both centre view (staff, building, infrastructure) and child view (increased student participation, independence, academic achievement, wellbeing).	OT and SLT AT Development Group (cross team working with both Learning and AHP representatives) CTs and LCTPS Parents	Survey Professional dialogue Input from Pupil and parent Council

<p>Motor Activity Training Programme (MATP), and play).</p>		<p>Development of an action plan and measurable goals for AT implementation.</p> <p>Evidence of AT integration into curricular activities – collaborative planning across Learning and Allied Health Professionals (AHP) teams.</p> <p>Development of child led SMART goals that enable skills development to support curricular access and life skills.</p>		
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**Evaluation \_Term 1 and 2**

Across Terms 1 and 2, the Assistive Technology (AT) development group has made steady progress in building staff confidence, establishing a shared vision, and beginning to embed more inclusive practices across the setting. A structured programme of professional learning has supported this, including practical sessions on interfaces, switch use, AAC device customisation, and digital collaboration tools. Staff engagement in these opportunities has been strong, with increasing willingness to apply learning in practice and share approaches with colleagues.

A key achievement has been the development and agreement of a clear vision for AT, providing a strategic direction that aligns with centre priorities. This is being extended through planned engagement with the Centre Leadership Team, Pupil Council, and Parent Council, supporting a shared understanding of inclusive practice. In parallel, work on identifying app and software leads is strengthening internal capacity and creating a more sustainable support model for staff.

There is clear evidence of growing confidence across the team. Teachers and LCT Practitioners have contributed creative and increasingly purposeful ideas for using AT, and participation in both online and in-person training has strengthened knowledge and consistency. The Christmas event acted as an early milestone, demonstrating how AT can be integrated across a range of activities to support engagement. Since then, there has been a gradual shift towards more intentional planning, with staff beginning to consider accessibility and inclusion more routinely.

Despite this progress, consistency of practice remains a key area for development. Some staff still experience challenges in embedding AT within daily routines. Use of technology is not yet sufficiently frequent or structured to build staff confidence or to establish reliable approaches. Switch-based activities, although introduced, needs to be consistently part of everyday learning, otherwise it limits opportunities for children to develop cause-and-effect understanding and independent control.

In addition, while sensory approaches remain a strength, there is still an over-reliance on sensory exploration as the primary mode of engagement. Further development is required to support the curriculum as fully accessible for all learners. Opportunities to use AT to

support communication, choice-making, and broader skill development should be interwoven throughout a learner's day. This highlights the need for a more balanced and intentional use of AT to provide alternative pathways for engagement.

Overall, the period across Terms 1 and 2 has established a solid foundation, with a clear vision, increasing staff confidence, and early evidence of more inclusive thinking.

### **Next Steps**

- Embedding consistent practice and use of AT across all settings
- Increase routine use of switch based activities
- Improve curriculum accessibility for all learners
- Continue to develop staff confidence and capability in AT implementation
- Strengthen AT alignment and monitor impact.

### **Teacher Voice**

There has been an increase in creative activity using AT to support the learning throughout Term 1 and 2. Switch profiles are now linked within daily plans and lead key LCPT's liase with OT to ensure these are kept up to date. With the addition of access methods being added to daily and weekly timetables, AT is more prevalent in planned activities. A need for a bank of ideas for each curricular area has been highlighted as a starting point for the class teams to develop and tailor to their individual needs.

### **Evaluation \_Term 3**

During Term 3, there has been significant progress in the visibility, application, and impact of Assistive Technology (AT) across the school. Practice has moved beyond initial implementation towards more embedded and purposeful use, with increasing evidence of AT supporting independence, participation, and access to learning.

Staff engagement has continued to strengthen, with 17 staff now trained in the use of the Drive Deck. This has enabled a notable shift in delivery, with sessions increasingly led by class teams who are proactively identifying opportunities to integrate AT across the school week. The Drive Deck is now in active use for 12 children, supporting a range of outcomes including switch skill development, independent mobility, and play.

Importantly, 10 of these children previously had no means of experiencing independent mobility, representing a significant development in both access and autonomy. For several learners, AT is now embedded within individual learning goals.

There has been a broadening of AT use across different contexts. Early integration into Forest School, supported through collaboration between the Occupational Therapy student and Forest School lead, marks an important step in extending accessibility beyond the classroom. Similarly, switch access is now being used to support inclusive art sessions, demonstrating a more creative and flexible application of technology.

Communication and independence have also been strengthened. Children are increasingly using AAC devices to make independent requests through smart technology, and staff are making effective use of iPad accessibility features to overcome motor barriers. Parent engagement has been supported through targeted 1:1 sessions, ensuring that the use of AT extends beyond the school environment.

Innovation has been a key feature of this term. The development of a Maker Space has begun to build capacity for bespoke solutions through 3D printing. Early outcomes include customised switches, keyguards to support accurate access to Grid Pad devices, and adapted tools to enable participation in music activities. This reflects a growing problem-solving approach to removing barriers for individual learners.

There have also been wider professional developments, including the submission of an abstract to the Communication Matters Conference 2026, highlighting collaborative practice in AAC.

A strong culture of shared learning is emerging, with staff increasingly working together to develop their understanding and application of AT. There is growing recognition that accessibility is a whole-school responsibility, contributing to a more cohesive and inclusive approach to teaching and learning.

However, variability in staff confidence and consistency of practice remains. While the development group continues to drive progress, this expertise is not yet fully embedded across the wider staff team. There is a need to ensure that all staff are equipped with the skills and confidence to implement AT effectively. In addition, the whole-school vision now requires further translation into consistent, high-quality daily practice to ensure equitable access for all learners.

Overall, Term 3 reflects a shift from development to deeper implementation, with clear impact on learner independence, engagement, and access. The next phase will focus on consistency, scalability, and sustaining high-quality practice across the whole school.

### **Next Steps**

- Embed consistent use of AT practice across all staff teams
- Sustain and expand use of Drive Deck and switch based learning
- Strengthen whole school ownership of accessibility
- Develop innovation and personalised solutions
- Enhance communication and independence through AT.

### **Teacher Voice:**

Teachers note increase in staff confidence to use AT in sessions without teacher or OT input which is meaning more frequent use throughout the week. Maple Room feel that it is becoming more natural to think of adaptations for activities. Children are now able to make choices between use of eyegaze/ISwitch and their switch profile. Resources for eyegaze users is challenging but team are finding more resources as we go along.

<p>Ensure all staff have the necessary capabilities to implement AT effectively and where gaps identified the development of an action plan</p>	<p>May 2025</p>	<p>A workforce skills and gap analysis will be completed, alongside an action plan to shape the longer-term role mix and responsibilities across the centre’s workforce. This will be aligned with the <i>Slaughter, 2025 Competency Framework</i>, including a focus on IT literacy. (Slaughter, R., Griffiths, T., Birchall, B., Green, D., Leckenby, K. and McIntyre, F., 2025. Developing a competency framework for effective assistive technology training. <i>All-Party Parliamentary Group for Assistive and Accessible Technology (ATech) Spring Reception</i>).</p> <p>A baseline staff survey will be conducted to measure confidence and perceived competence, with plans to repeat the survey to demonstrate improvement. Findings will inform Personal Development Plans and support continuous professional growth.</p> <p>All class-facing staff will be confident in implementing each child’s individual Assistive Technology (AT) profile to support curricular access. This will be observable in daily practice.</p> <p>Staff will also be able to identify when a child’s access needs require review, adjustment, or increased challenge to ensure support remains tailored to individual needs. This will be reflected in child observation records.</p> <p>A comprehensive programme of Continuing Professional Development (CPD) will be developed. This will include self-directed reading, existing online resources, and a structured series</p>	<p>Development Group</p> <p>CTs and LCTPS</p> <p>OT and SLT</p>	<p>Consultancy fee with Rohan Slaughter to be negotiated. If this proves difficult, identification of another suitable candidate with similar skill set should be sought.</p>
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		<p>of CPD sessions for both current and incoming staff.</p> <p>Shared learning and successes will be captured and promoted through the school website, presentations at conferences, and contributions to Education Scotland, as part of the ongoing journey towards excellence.</p>		
<b>Evaluation</b>				
<p>Complete the Assistive Technology (AT) baseline and profile for all learners who require alternative access, ensuring that clear goals and tracking methods are in place as part of the Child's Plan and educational observations.</p>	<p>May 2025</p>	<p>Success will look like:</p> <ul style="list-style-type: none"> <li>• An AT baseline assessment completed for each individual child, alongside an accompanying Assistive Technology (AT) profile. This will include prescribed hardware, clearly identifying individual access methods, strengths, and areas requiring support or development, forming part of a progressive learning pathway.</li> <li>• All children will have an identified means of independently accessing curricular activities using AT. This will be evidenced through individual AT profiles and reflected in lesson planning.</li> <li>• Impact will be evaluated through the level of engagement children demonstrate in their learning. Engagement will be tracked</li> </ul>	<p>Occupational therapists (OT) in collaboration with class staff</p> <p>Occupational therapists (OT) in collaboration with class staff</p> <p>All staff during moderation activities</p>	

		<p>throughout the year using the existing platform, <i>Evisense</i>. In addition, we will seek feedback from staff, parents, and the wider team to understand the broader impact on learning and participation.</p> <ul style="list-style-type: none"> <li>• A review of outcome measures and AT pathways will be undertaken to ensure we are effectively tracking progress over time.</li> </ul>	OT, SLT and AT cross team development Group	
<b>Evaluation</b>				
Development of classroom environment that embeds AT opportunities .	May 2025	<p>Stage One:</p> <ul style="list-style-type: none"> <li>• A clearly outlined, staged Smart Classroom project plan.</li> <li>• Identification of key resources, including physical equipment, staff skills, people, software, and relevant partners or stakeholders.</li> </ul> <p>Stage Two:</p> <ul style="list-style-type: none"> <li>• Evidence of collaborative lesson planning, clearly detailing access methods and how Assistive Technology (AT) is embedded within curricular activities.</li> <li>• Development of AT-supported educational and activity resources tailored to individual children's needs, alongside the creation of reference materials to support ongoing development. <i>(This may be supported through collaboration with a</i></li> </ul>	OT and Learning Team	Financial outlay for products/hardware/software.

*Glasgow Caledonian University  
Occupational Therapy (GCU OT) student  
placement.)*

**Evaluation**

<p>A school and centre infrastructure analysis completed to identify enablers and barriers to the effective use of Assistive Technology (AT), informing future planning and investment. A clearly articulated Assistive Technology strategic paper, outlining vision, priorities, and actions to support sustainable and inclusive use of AT across settings.</p>	<p>May 2025</p>	<p><b>Analysis and Planning – Success will look like:</b></p> <ul style="list-style-type: none"> <li>• A comprehensive infrastructure analysis completed, with an accompanying action plan that clearly identifies responsibilities, key milestones, and regular check-in points to monitor and review progress.</li> <li>• The Assistive Technology Strategic Paper published, setting out the shared vision, priorities, and next steps for embedding AT effectively across practice.</li> </ul>	<p>Head of Corporate Services Head of Learning OT Lead OT with responsibility for Assistive Technology</p>	<p>External consultation and support with skills and knowledge base- associated fee</p>
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Evaluation