



Craighalbert Centre
Enabling Children to Achieve

CRAIGHALBERT

SPECIALIST CENTRE FOR
CHILDREN WITH NEUROLOGICAL
CONDITIONS



**Standards and Quality
Report
2024-2025**

Contents

Foreword	p.3
1.The Scottish Centre for Children with Motor Impairments	p.5
- Purpose, mission and values	p.6
- The Craighalbert Centre	p.10
- Management and leadership	p.11
2.Meeting children and young people's needs	
- Characteristics of the children and young people	p.12
- Nursery	p.13
- Primary and secondary	p.15
- Nursery and school roll	p.16
- Attendance patterns	p.16
3.External assessment of the quality of SCCMI's work	
- Education Scotland	p.20
- Care Inspectorate	p.21
4.Staff development	p.23
5.School improvement plan 2023-2024	
- Summary of our focus, achievements and reflections	p.26
6. Conclusion - what's next	p.38

Foreword

I am pleased to share with you our Standards and Quality Report for session 2024–2025. This report reflects the commitment, collaboration and care that underpin everything we do at Craighalbert. It highlights the range of work we have undertaken this year, as we continue to strive for excellence in the experiences and outcomes we provide for our children and young people.

Our focus this session has been to strengthen the foundations of our curriculum and embed key practices that reflect the values at the heart of our school community. We have made significant progress in developing a bespoke, inclusive curriculum rooted in communication, interaction, and sensory learning. Our ongoing work to embed the Motor Activity Training Programme (MATP) has supported pupils to engage meaningfully in targeted, individualised physical activity. Alongside this, we have deepened our approach to transitions, laying the groundwork for more personalised and supported pathways into adult services. Literacy and communication continue to be central to our work, with the introduction of Comprehensive Literacy Instruction ensuring access to relevant, developmentally appropriate learning for every pupil. We have also taken meaningful steps in embedding rights-based planning, ensuring that pupil voice is increasingly present, valued, and acted upon.

We continue to monitor attendance closely, recognising it as a key indicator of wellbeing and engagement. This year, attendance has remained strong across the school, with overall levels consistent with our multi-year trends. Where challenges have arisen, particularly around medical and complex health

needs, we have worked in partnership with families and external professionals to ensure continuity of support and learning. Our focus remains on supporting every pupil to be present, included, and able to participate fully in their education, in whatever form that may take.

At the heart of this work is a shared belief: that our children and young people should have the skills, opportunities and confidence to express their wants, needs and wishes, and to participate in decisions that affect them. Whether through developing independence, building communication, or creating personalised pathways, our aim is always to support autonomy and agency in every aspect of learning.

Our school values and our improvement plan continue to guide and ground us. They provide the shared purpose that drives our collective effort to improve outcomes for those who attend Craighalbert. Throughout this report, you will see clear evidence of progress across key priorities—but also a recognition that our work is ongoing. There is always more to reflect on, refine, and reach for.

I would like to thank our staff, pupils, families, and partners for their continued support, collaboration and shared commitment to continuous improvement.

Shona McMonagle
Head of Learning

1. The Scottish Centre for Children with Motor Impairments (SCCMI)

1.1 Craighalbert was established as The Scottish Centre for Children with Motor Impairments in 1991. Recognised by the Scottish Government as a specialist provider, we support children across Scotland with complex communication, learning, health, and care needs. We are an 'all through school' offering on-site nursery and school placements at purpose-built facilities in Cumbernauld and known as Craighalbert Centre.

a. SCCMI's purpose, ambitions and values

Our Articles of Association, revised March 2023, identify our purposes as:

- a) The advancement of education
- b) The promotion of equality; and
- c) The advancement of health and the relief of those in need by the provisions of services that assist children, young people and young adults affected by neurological disorders and related conditions through, for example, the provision of:

-Services associated with the education, therapy, care and support of children, young people and young adults affected by congenital or acquired neurological disorders and related conditions.

-Services associated with the parents or siblings of children, young people and young adults affected by congenital or acquired neurological disorders and related conditions, providing information, support, advice and assistance as necessary.

-Education and training for parents, professionals and other staff working with children, young people and young adults affected by neurological disorders

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.

What do we do?

We provide high quality nursery, school and wider programmes of services delivered 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 this?

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.

What Makes Us Unique?

Holistic and Transdisciplinary Approach

We take a holistic and transdisciplinary approach to supporting children and their families. Our dynamic team of expert practitioners works collaboratively to promote communication, enablement, learning, development, and independence.

Bespoke Facilities and Equipment

Our Centre is equipped with state-of-the-art facilities and specialised equipment, designed to meet the unique needs of children with neurological conditions. This ensures that our programmes are as effective as possible.



Expert Multidisciplinary Team

Our team includes highly skilled therapists, educators, and support staff, all of whom bring a wealth of expertise to every aspect of a child's development. This allows us to provide a personalised approach to care.

Commitment to Innovation and Learning

We are committed to innovation and learning, constantly exploring new methodologies and technologies to improve our services and outcomes for children.

Community and Family Engagement

We also recognise the importance of family and community. By integrating our practices into daily living, we help families feel empowered and supported.

Working in Partnership

We work in partnership with individuals and organisations to share and enhance best practices, amplifying our impact and improving the well-being of children and young people with neurological impairments.



Our Values

Our values guide everything we do; they shape our commitment to supporting children with complex needs to achieve their full potential.



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



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



We are not afraid to set challenging goals.



We are compassionate, generous and friendly.



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

1.2 The Craighalbert Centre

The SCCMI's 'all-through' school is based at the Craighalbert Centre, Cumbernauld.

It is a purpose-built centre providing nursery, primary, and secondary education for children and young people with complex communication, learning, health, and care needs, aged 2-19 years.

We are an 'all through school' and our provision is inter-denominational and co-educational, and we offer a highly personalised, integrated approach to learning, therapy, and care.

Our purpose-built, extended and improved Centre provides a welcoming, accessible and well-equipped environment for the delivery of high quality, specialist integrated learning, therapy and care programmes with its facilities including:

- Spacious and well-equipped playroom and classrooms
- Sensory room
- Hydrotherapy pool
- Therapy suite
- Changing Places toilet
- Outdoor learning areas and
- Inclusive outdoor playground.



1.3 Management and Leadership

Our Chief Executive, Bob Fraser, is supported by the Centre Leadership Team (CLT) who are overseen by the Board of Directors.

There are currently 5 members of our Centre Leadership Team:

- CEO - Bob Fraser
- Head of Corporate Services – Christina Grieg
- Head of Learning– Shona McMonagle
- Head of Health – Barbara-Ann Hagerty; and
- Head of Quality, Partnerships and Innovation – Alison Philipps.

Members of the CLT are responsible for managing different aspects of operational services, service evaluation, service improvement initiatives and strategic development.

2. Meeting children and young people's needs

2.1 Characteristics of the children and young people

All the children and young people who attend the Craighalbert Centre have multiple and complex additional support needs secondary to a neurological condition.

The Centre has always had an explicit core function to support children and young people affected by cerebral palsy. Over the last ten years we have increasingly engaged with children and young people with very rare or unknown neurological and genetic conditions which range in severity and impact on their learning and development in highly individualised ways.

Some of the children and young people attending our nursery and school have exceptional healthcare needs which may be life-threatening or life-limiting. All have complex care and communication needs (CCN) requiring a highly personalised curriculum.

Children who attend our nursery and school programmes generally live within a 45-minute journey time of the Centre, with their placements authorised by local authorities via the placing request system.

2024-2025 – Children and young people placed in our nursery or school were resident in 5 local authorities:

- North Lanarkshire
- South Lanarkshire
- Glasgow City
- East Dunbartonshire and
- Falkirk.

2.2 Nursery

Our nursery programme is currently designed to deliver integrated, personalised learning, therapy and care for children aged 3 to 5 years with CCN.

2024-2025 – Three children attended during this academic year. Two children attend fulltime with the other attending as a 0.4 partnership placement.

We completed our detailed investigation into the availability and quality of ELC for children with CCN, publishing our report[1] in March 2023.

We remain ambitious about the development of a fully inclusive model of ELC for children with a partner provider (Indigo Childcare Group) to deliver high quality ELC to children with CCN alongside their peers from the local community with no identified additional support needs (ASNs).

This will allow us to contribute to fulfilment of recommendation 4 in our report, i.e. that Government should consider supporting the development of national resources to promote the inclusion of children with PMLD and a life-limiting or life-threatening condition in ELC settings through, for example:

- Sharing practice
- Providing access to practical support for contextual holistic assessment for ELC placement planning and
- Being proactive in developing practitioner collaboration, capacity, competence, capability, creativity and confidence.

Architecture and Design Scotland (ADS) chose to support us in collaborating with architects Fraser Livingston, guiding us from concept, through tendering, scoping and design processes to production of a fully costed final design for a facility to serve as a national resource in demonstrating an inclusive nursery provision.

[1] An overview of the provision in Scotland of early learning and childcare for children with profound and multiple learning disabilities with a life-limiting or life-threatening condition.



2.3 Primary and Secondary School

There are 4 base classes, with children and young people grouped by chronological age:

- Nursery (1)
- Primary (2)
- Secondary (1).

Group activities to promote learning and enablement and improve health and wellbeing outcomes may be organised around chronological age or, more typically, in the most efficient and effective way to:

- Address barriers to learning;
- Maximise each child's engagement with learning
- Foster social interaction and friendships
- Maximise therapeutic benefit and
- Ensure the most stimulating and enjoyable experiences
- Maximise opportunities for communication and pupil voice.

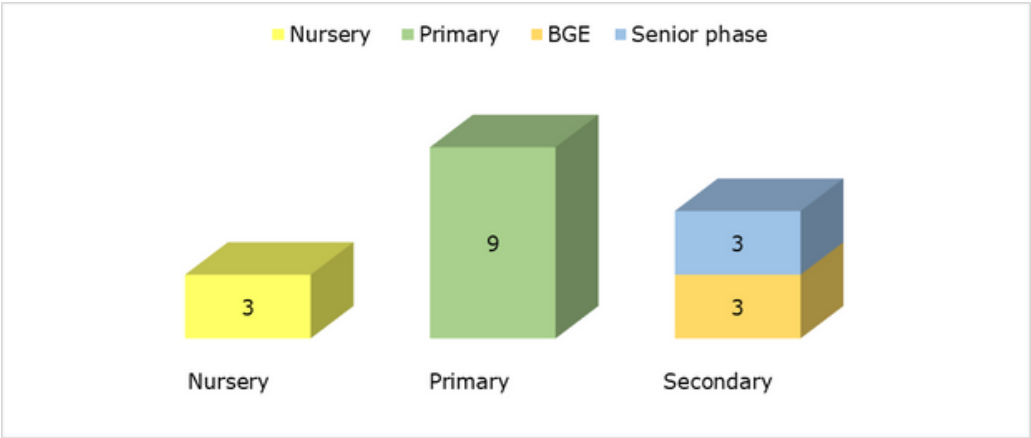
2024-2025- Most children and young people attended on a full-time basis, i.e. 09.15-15.15, Monday to Thursday and 09.15-12.15 on a Friday.

One child participated in a split placement, attending our Centre on Mondays and Tuesdays, while engaging in a community nursery for the remaining three days of the week.

Through consistent communication and collaboration, we aimed to maintain continuity in their learning and therapeutic experiences to optimise outcomes. This structured approach contributed to a smooth transition into Primary One within their home community.

2.4 Nursery and school roll

2024-2025 – 18 children across the nursery (3), primary (9) and secondary (6) classes.



2.4 School attendance patterns

The range, mode and average attendance of the children and young people engaging with our nursery, primary and secondary programmes are detailed in table 1, with the average attendance of individual children and young people illustrated in table 1. The rates of authorised and unauthorised absences are detailed in table 2.

Table 1: Range, mode and average attendance rates across the nursery, primary and secondary programmes, 2024-2025

Term	Term 1	Term 2	Term 3	Term 4	2024-2025
Range	97%-59%	100%-30%	98%-51%	100%-52%	100%-30%
Mode	97%	80%	95%	95%	95%
Average	82%	84%	84%	89%	85%

Table 2: Rates of Authorised and Unauthorised Absences across the nursery, primary and secondary programmes, 2023-2024

Term	Term 1	Term 2	Term 3	Term 4	2025-2026
Authorised	97%	99%	100%	100%	99%
Unauthorised	3%	1%	0	0	1%

Since 2022-2023 national information about attendance and absence from school is published on an annual basis[2] with the data for 2023-2024 indicating an average attendance rate of 87% for children and young people with additional support needs attending special schools.

[2] Summary statistics for schools in Scotland 2024

The overall, average attendance across our nursery, primary and secondary programmes of 85% is therefore considered very good, particularly when the multiplicity and complexity of the children and young people's health care needs are considered.

The number of children accessing Craighalbert's programmes is too small to allow any meaningful statistical comparison with national or regional data, however it should be noted for the year 2024-2025:

a) The average registered attendance of 7 children and young people (39%) is equal to or greater than the national reported figures for children and young people with ASNs attending special schools of 87%.

b) Average attendance across our nursery, primary and secondary programmes of 85% remains consistent with the average attendance over the preceding 5 years (84%).

c) The attendance of a majority of the children and young people (78%) is within the 100%-76% range. This is consistent with the percentage of children and young people (80%) with an average attendance rate of >75% over the preceding 5 years.

d) The attendance of 3 children and young people (17%) fell within the 75%-51% range due to complex surgeries or hospital admissions. For one child, frequent access to respite care repeated without associated arrangements in place for transport to/from school impacted on attendance.

e) No children's attendance fell below 50%.

It is considered that such generally high attendance levels confirm the effectiveness of our policies and procedures and staff expertise in enabling children with multiple and complex communication, learning, health and care needs to access school-based learning and development on a day-to-day basis.

3. External Assessment of the Quality of Craighalbert's Work

3.1 Education Scotland

We participated in an Education Scotland inspection in June 2016. Of the five areas assessed, we were assessed as 'very good' in four: i.e. improvements in performance, learners' experiences, meeting learning needs and improvement through self-evaluation; and 'good' in the remaining area, the curriculum. A number of key strengths were confirmed by inspectors:

- Happy, motivated, engaged children who benefit from the rich communication environment.
- The high-quality collaborative and integrated teamwork to assessing and meeting children's complex needs.
- Highly skilled staff who ensure that children can learn and achieve in a nurturing and safe environment.
- The outstanding support for families.
- The leadership of the senior management team in driving improvements.

3.2 Care Inspectorate

In June 2025, following an unannounced inspection, the Care Inspectorate made many positive statements regarding our work with the following key messages;

- Each child's care was well planned to ensure they received highest quality care which targeted their needs and interests
- Leaders were fully committed to providing the right care, play and learning for each child
- The service kept up to date with new thinking and research, and organised for all staff to be trained in these areas to provide excellent outcomes for all children
- The staff worked extremely close with all those involved in the children's care, to ensure they provided the right care and support
- Exceptional relationships had been formed with all the families, and parents were very pleased with the care and support their children received.

We were graded as follows:

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	6 - Excellent
4.3 Staff deployment	6 - Excellent

A copy of the report can be found on our website. Alternatively, you can scan the QR code below and scroll down until you reach The Scottish Centre for Children with Motor Impairments.



4 Staff Development

As an organisation, Craighalbert is committed to services being delivered by professional staff who are highly educated, highly skilled and who possess a high level of contemporary knowledge. To enable staff to achieve these qualities, substantial resources are allocated to staff development throughout the year, with such development activities including those with which all staff engage and others which are more focused and dependent on the individual's profession/occupation and their individual role, with the range of activities reflecting our work and ambitions.

2024-2025 - A diverse range of staff training days were undertaken with such activities reflecting the complexity of our work.

Mandatory training at induction to update knowledge and competencies included:

- Baby and child first aid;
- Child protection;
- Curriculum: Foundation Milestones
- Assessment and tracking
- Health and safety including moving and handling;
- Administration of medicines and oxygen;
- Infection prevention
- Management of complex epilepsy; and
- Eating and drinking, including fluid and texture modification required.
- Aquatic therapy
- Introduction to children's rights
- Emergency care plans

- Enteral feeding and blended diet
- Moving and handling
- Postural management
- Intimate care
- Bone density
- Suction training
- Rebound training
- Anaphylaxis training

Specific and focused training to support the development of individuals, staff and parents, and our provision of high-quality integrated learning, therapy and care included:

- Rights Respecting Schools
- Comprehensive literacy
- Literacy and children with complex communication
- Shared reading
- Using an alternative pencil
- Switch accessible learning
- Drive deck
- Assessment and analysis of Learning (Milestones and the Continuum of Engagement)
- Use of B Squared software (Evisense and Connecting Steps) updates
- Learning, Teaching and Assessment
- Introduction/Continuation - PODD (pragmatic organisation dynamic display);
- Integrating PODD and ADLs (aided language display) into all learning, therapy and care opportunities;
- Cortical visual impairment and designing activities for children with visual processing difficulties

- Trauma informed approach and practice.
- PODD fluency – direct access, eye-pointing, alternative access
- Teach Us Too
- Assistive Technology for those with complex needs
- Cerebral Palsy Integrated Pathway Scotland (CPIPS)
- Anatomical Measuring Instrument (AMI)
- Dining with dignity
- Innowalk;
- Postural Management
- Therapeutic moving and handling
- Pool Evacuation
- Motor Activity Training Programme
- Communication matters conference – presentation of poster
- Rockhopper and Emperor Swimming Series
- Joint staff training and staff exchange with the Royal Blind School, Edinburgh
- Moving and handling trainer training
- Royal College of Paediatrics and Child Health - presentation by Craighalbert staff
- Variety of Presentations to National Complex Needs Network, Scotland by Craighalbert staff.



5. School Improvement Plan 2024-2025

-for more information on each priority, please see the School improvement Plan available on our website.



<https://www.craigshalbert.org.uk/school-improvement-plan>

5.1 Summary of our focus and achievements

Priority 1: Empowering Learners to Reach Their Full Potential

Over the 2024–2025 academic year, we have made meaningful progress towards our goal of enabling every learner to achieve their full potential, irrespective of disability. Our focus has been on creating a bespoke curriculum that prioritises play, exploration and communication, tailored to the unique strengths and needs of our pupils.

Through close collaboration with families, pupils and practitioners, we have co-designed a curriculum underpinned by shared values and a strong ethos of inclusion. Staff have explored how our children learn best and developed a model built around five key areas: communication, interaction, functional movement, making connections and sensory experience. These elements are firmly rooted in supporting independence and amplifying pupil voice.

As the national review of Curriculum for Excellence progresses, staff have embraced this as a pivotal moment to shape a sustainable, dynamic curriculum. Engagement is now monitored

more robustly, with all staff assessing learning through both Curriculum levels and the Continuum of Engagement.

This has provided valuable data to personalise learning more effectively and guide future planning.

Professional dialogue—supported through moderation and reflective practice—has enriched our understanding of engagement and deepened confidence in assessment. The curriculum now in place reflects a collective vision, is responsive to the needs of our learners, and supports a culture of continuous improvement.

Importantly, this work has also identified the need for a revised planning approach—one that offers greater personalisation and links more directly to the Child's Plan.

Next Steps: A dedicated development group will be established, jointly led by health and education professionals. This group will design a standardised planning format that aligns Parts 4 and 5 of the Child's Plan with our termly curriculum planning, ensuring consistency and cohesion across all areas of support.

Priority 2: To embed a learning and teaching programme that will allow our children and young people to develop skills associated with physical activities (PE) without any limitations (physical or neurological)

Over the past year, we have taken significant steps to embed the Motor Activity Training Programme (MATP) across all areas of the curriculum—from nursery to senior phases—with the aim of supporting every pupil to develop motor activity skills.

Staff confidence in using MATP has increased. A dedicated weekly MATP session is now a core feature of the school week, providing pupils with a familiar, structured opportunity to engage in physical activities tailored to their individual needs. Beyond these sessions, MATP is becoming increasingly integrated into the everyday life of the school, including personal care routines and mealtimes, ensuring it is both meaningful and embedded within real contexts.

Working collaboratively, staff have co-designed MATP passports with clearly defined, personalised goals for each learner. These goals have been shaped in partnership with therapists, ensuring they are functional, achievable, and relevant. This personalised approach has enabled pupils to engage more confidently, express preferences, and develop skills in a variety of familiar, inclusive settings.

The MATP programme is now a valued and well-established element of our wider learning and teaching framework. Staff expertise and pupil voice have played a central role in shaping

its success. Monitoring during the final term has provided useful insight into pupil engagement and preferences, helping to identify priorities for future development.

This work has also led to a wider review and redesign of our Health and Wellbeing policy (available on website), ensuring it better reflects the lived experiences and evolving needs of our school community.

Next Steps: MATP will continue to evolve, with a renewed focus on levels of access and the use of Assistive Technology. This next phase will explore how technology can further support the development of functional independence, reinforcing our commitment to inclusive physical education for all learners.



New Health and well-Being Policy

www.craighalbert.org.uk/information-hub.



Priority 3: To develop a supported transition process for school leavers by increasing partnerships with external providers and stakeholders

Throughout the 2024–2025 academic year, we have made constructive progress in strengthening the transition process for our school leavers, with a clear focus on partnership working and person-centred planning. Transition pathways are now more tailored and intentional, with planning embedded within each Young Person’s Plan and closely aligned with the SQA Adult Learning and Transition Award. This approach has ensured that transitions are grounded in the individual strengths, needs and observable preference of each young person.

Supported visits—accompanied by familiar staff—have allowed learners to explore future options in a structured and supportive way. Young people’s views and preferences have been actively gathered and shared with their wider team, enabling more informed and collaborative planning. Staff confidence in supporting off-site experiences has grown, helping to ensure consistency and continuity during day-release placements and other transition activities.

Importantly, future carers—allocated by Social Work—and external providers have been actively involved in the transition process, visiting both school and college environments to begin building relationships and develop an understanding of each learner’s communication style and support strategies. While this early engagement laid valuable groundwork, variability in timing and coordination meant that transitions were not always smooth, highlighting the need for even earlier and more consistent involvement moving forward.

While key successes were achieved—such as increased engagement in the Adult Learning and Transition Award and a successful part-time, college placement—challenges remain. These include delays in carer identification and limitations in local college provision. However, these experiences have provided important learning and further underscored the need for early, joined-up planning by all stakeholders.

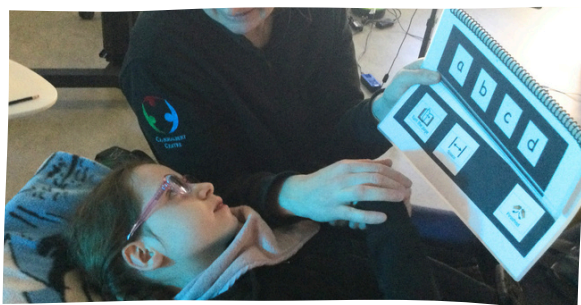


Next Steps: We will continue to embed transition planning into the Young Person's Plan, ensuring it remains dynamic, responsive, and fully informed by the views of the young person and their team around them. Expanding our partnerships with services and providers will be a key focus as we aim to broaden opportunities and strengthen outcomes for all school leavers.

Priority 4: Embedding Comprehensive Literacy Instruction Across the Curriculum

This year, we have taken important steps toward embedding Comprehensive Literacy Instruction (CLI) as a core component of our curriculum. Grounded in the belief that all learners—regardless of their stage of development—deserve access to rich and meaningful literacy experiences, this priority has focused on building the foundations needed to support emergent, transitional, and conventional literacy learners.

Baseline assessments were completed for all pupils using the four key questions from the Comprehensive Literacy Framework (Erickson & Koppenhaver). These assessments provided valuable insights into each learner's current stage of development and confirmed that all were working at an emergent level. This finding helped validate the group's focus and underscored the need for highly individualised, scaffolded approaches to planning and instruction.



Staff confidence has grown, particularly in differentiating for emergent literacy learners and adapting materials for those with visual processing difficulties. This developing expertise is beginning to shape a more inclusive and responsive literacy environment across classrooms.

While the group faced some challenges throughout the year, significant progress has been made. The creation of a working tracking format and completion of baseline assessments represent key milestones in building a framework that will support ongoing assessment and progression. These developments align with our broader aim of embedding literacy instruction that is both comprehensive and meaningful.

During the audit process, valuable discussions emerged around how best to categorise books according to word complexity. While this is less critical for emergent readers engaging in shared reading—where interaction, modelling, and engagement are key—it will become increasingly relevant as some learners progress toward conventional literacy and begin to read more independently.

At present, there is no shared agreement among staff on the most suitable system for levelling texts. As such, this remains an important area for further exploration. Establishing a consistent and practical book banding approach will support staff in selecting texts that offer the right balance of challenge and accessibility, ensuring learners continue to make meaningful progress in their reading journeys.

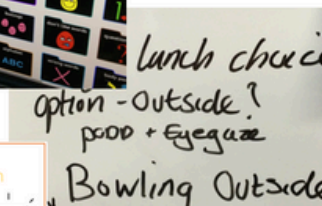
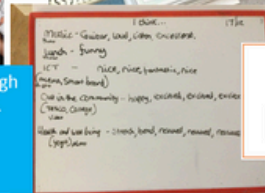
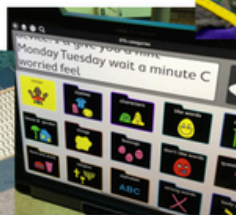
Next Steps: Literacy will be further embedded within a holistic communication and curriculum framework, ensuring it is not taught in isolation but recognised as a vital element of each learner's broader development. This work will continue in alignment with Priorities 1 and 2 of the 2025-2026 School Improvement Plan.

Priority 5: Embedding Rights-Based Child Planning Processes

Over the 2024–2025 academic session, we have taken clear steps toward embedding rights-based practices across all planning, assessment, and decision-making processes in line with the UN Convention on the Rights of the Child (UNCRC). Our progress reflects a growing commitment to ensuring that the best interests of every child are central to their educational journey—from pre-placement through to transition into adult services.

A key milestone this year was achieving the Bronze Rights Respecting Schools Award, with all evidence for Silver submitted and assessment scheduled for August 2025. This achievement has been supported by the integration of rights-focused language into assemblies and day-to-day interactions, helping foster a school culture where children's rights are increasingly understood, respected, and lived.

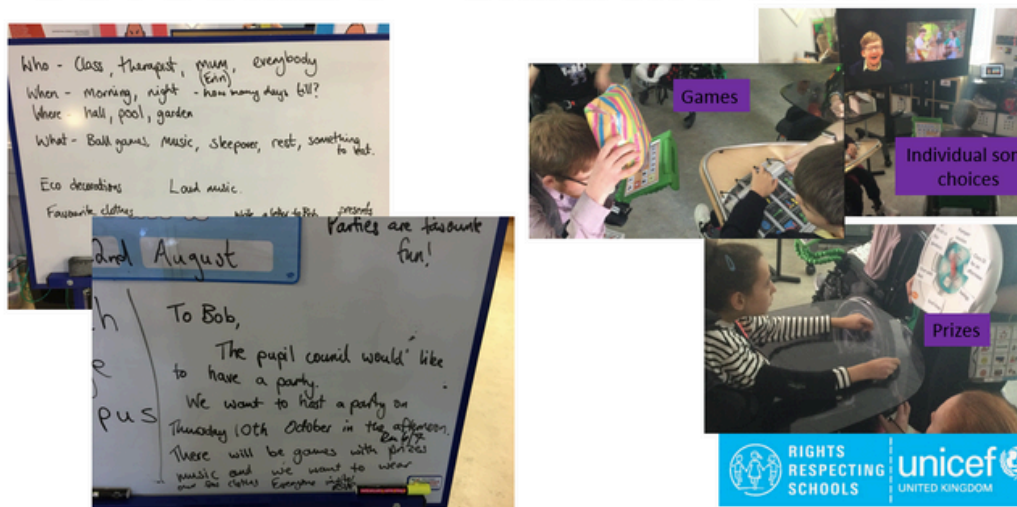
OUTCOME 3 – Pupil Voice



We ask for our pupils' opinions through all aspects of school life and act on it. Whether that be acknowledging a choice or respecting what they want written in a sentence.

The formation of our Pupil Council marks an important step in formalising pupil voice. This new platform allows children and young people to express their views—both individually and on behalf of their peers—helping to shape decisions and inform school life. Encouragingly, more pupils are beginning to recognise that their voices are not only heard but responded to, using their preferred methods of communication. This development is supporting a growing sense of agency and trust between pupils and their communication partners.

OUTCOME 8 – Children's views



Evaluation of recent changes, including a trial of class restructuring to better suit individual learning styles, has shown promising results in engagement and emotional regulation. Full implementation is planned for August 2025. These adjustments are helping ensure a more personalised and rights-informed approach to learning, grounded in what works best for each child.

Our most recent Care Inspection awarded an Excellent rating for nurture, care and support—reflecting our strong, values-led culture. Staff have demonstrated consistent commitment to listening and responding to pupils in ways that feel emotionally safe and developmentally appropriate. Recognising that traditional meeting formats can be inaccessible or overwhelming for some, we are continuing to adapt our child planning processes to reflect individual needs, with increasing emphasis on the meaningful inclusion of pupil voice.

Next Steps: We will continue to build on this progress by embedding the principles of the UNCRC into everyday practice and achieving the Silver Rights Respecting Schools Award. The Pupil Council will remain a key mechanism for capturing pupil voice, with adaptations made as needed to ensure direct links with Child and Young People's Plans and broader school planning processes.

Conclusion – What’s Next?

This session, we have made meaningful progress across key areas of development, particularly in relation to the National Improvement Framework drivers of Parental Engagement, Assessment of Children’s Progress, and Performance Information. Through strengthened collaboration, refined assessment approaches, and a growing commitment to personalisation, we are seeing the positive impact of our collective efforts on the lives and learning of our children and young people.

Looking ahead, our next steps are firmly aligned with the national priorities of improving health and wellbeing, raising attainment in literacy and numeracy, and ensuring equity for all learners. We remain committed to keeping our children and young people at the centre of all we do, ensuring their voices, needs and preferences shape the direction of our work. We have identified a clear need to further embed high-quality, holistic learning experiences by strengthening the links between personalised planning and the Child and Young Person’s Plan. This will be supported through targeted development work focused on enhanced collaboration between education and health professionals, ensuring that planning is not only person-centred, but also consistently aligned across services.

Another key focus will be to reduce barriers to participation by continuing to integrate Assistive Technology as a means of enabling greater independence and engagement across the curriculum. We recognise the importance of identifying and embedding established access methods to support each learner’s ability to participate meaningfully in all aspects of school and wider life.

At the heart of our curriculum development remains a commitment to refining our literacy instruction, ensuring it is not delivered in isolation but fully embedded within a wider communication and curriculum framework. As outlined in *How Good is Our School?* (Fourth Edition), our work going forward will focus on strengthening features of Leadership of Learning, Personalised Support, and Learning, Teaching and Assessment, all of which are central to ensuring every child has the opportunity to thrive.

Through ongoing discussion and thoughtful reflection, we will continue to review our policies to ensure they align with and uphold the principles of the UNCRC, promoting and protecting the rights of all children and young people.

As always, we approach the year ahead with a sense of purpose and optimism. The progress we have made provides a strong foundation, but we also recognise that continuous reflection and development are essential. We remain ambitious for our learners and committed to a culture of improvement, collaboration, and care. Our work will continue to be guided by the principles of the United Nations Convention on the Rights of the Child (UNCRC), ensuring that children's rights—such as the right to be heard (Article 12), the right to education (Article 28), and the right to develop to their full potential (Article 29)—remain at the heart of everything we do.





Craighalbert Centre
Enabling Children to Achieve

CONTACT US FOR MORE INFORMATION

The Scottish Centre for Children with Motor Impairments
Craighalbert Centre, 1 Craighalbert Way, Cumbernauld, G68 0LS

01236 456 100

www.craighalbert.org.uk

admin@craighalbert.org.uk

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