



Craighalbert Centre

Enabling Children to Achieve

Standards and Quality Report 2022-2023



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

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

a. SCCMI's purpose, ambitions and values

Our Articles of Association, revised March 2023, identify its 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 and related conditions.

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

Mission: The Scottish Centre for Children with Motor Impairments provides services and support to enable children, young people, families and practitioners throughout Scotland to maximise the wellbeing of children and young people with motor learning difficulties.

Vision: The Scottish Centre for Children with Motor Impairments will be recognised by families, practitioners, regulators, academics and complementary services as a national Centre of excellence in the fields of additional support needs education, holistic planning

and service delivery and family support for children, young people and their families affected by motor learning difficulties and other neurological conditions.

Values:

Child-Centred – We have the human and disability rights of each child at the heart of everything.

Kind – We are compassionate, inclusive, fair, honest, and welcoming.

Ambitious – We set and achieve challenging goals.

Inspirational – We influence others to improve outcomes for each child, young person, and their families.

Collaborative – We work together to achieve the highest possible outcomes for all.

1.2 The Craighalbert Centre

The SCCMI's nursery and primary and secondary school are based at the Craighalbert Centre, Cumbernauld.

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 bathroom;
- 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 (acting) – 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 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.

2022-2023 – 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.

2022-2023 – Only 1 child was placed in our nursery, with the anticipated admission of 2 further children delayed by referral to the Additional Support Needs Tribunal.

We completed our detailed investigation into the availability and quality of ELC for children with CCN, publishing our report¹ in March 2023.

We remain ambitious about the development of a fully inclusive model of ELC for children with 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) have agreed to work in collaboration with us to develop a feasibility study for an innovative design for an inclusive nursery.

2.3 Primary and secondary school

There are 3 registration classes, with children and young people grouped by chronological age:

- Nursery-lower primary composite;
- Primary; and

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.

- Secondary.

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:

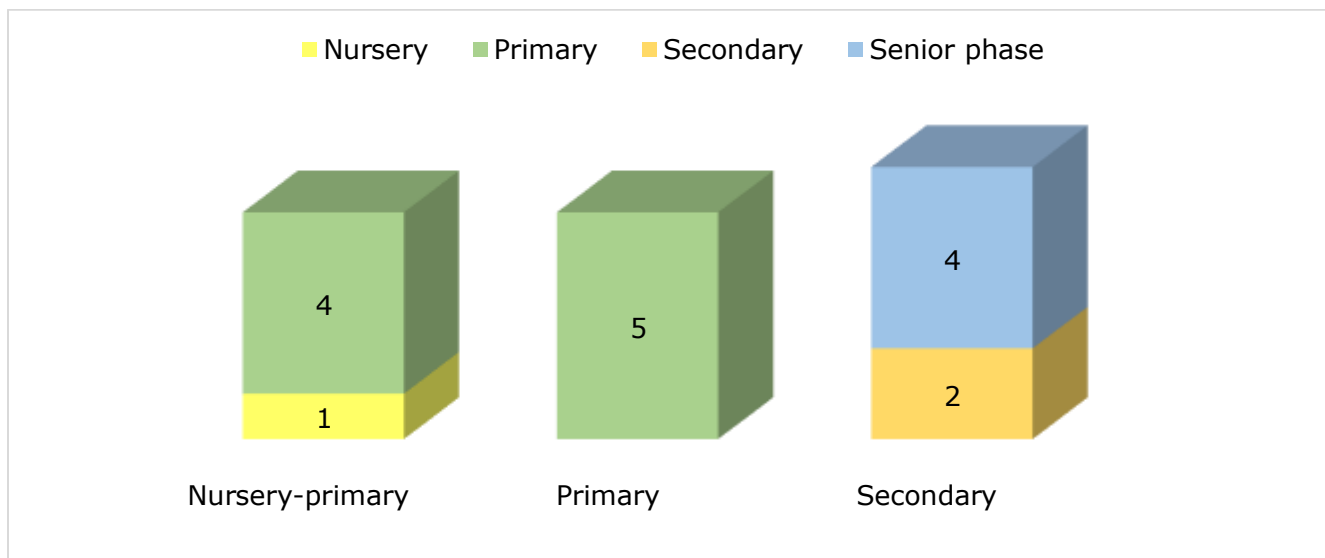
- Address barriers to learning;
- Maximise each child's engagement with learning;
- Foster social interaction;
- Maximise therapeutic benefit; and
- Ensure the most stimulating and enjoyable experiences.

2022-2023 - A majority of children and young people attend on a full-time basis, i.e. 09.15-15.15, Monday to Thursday and 09.15-12.15 on a Friday.

1 child attends on a limited-term, partnership placement basis, i.e. Wednesday-Thursday weekly, attending a specialist placement within their home community 3 days per week, with effective communication and collaboration supporting continuity of learning and therapeutic experiences to maximise outcomes.

2.4 Nursery and school roll

2022-2023 – 16 children across the nursery (1), primary (10) and secondary (5) classes.



2.5 School attendance patterns

Term	1	2	3	4	Total
Range	100%-41%	100%-30%	99%-50%	100%-50%	100%-30%
Mode	88%	97%	96%	84%	96%
Average	80%	81%	82%	89%	83%

The attendance pattern of some of the children and young people continued to be affected by restrictions associated with the covid pandemic during terms 1 and 2, with precautionary personalised programmes of learning and therapy in place.

3 External Assessment of the Quality of SCCMI'S Work

3.2 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.

3.3 Care Inspectorate

In March 2019, following an unannounced inspection, the Care Inspectorate made many positive statements regarding our work, with the concluding statement: ..."The environment was calm and welcoming. Staff were responsive to children and cared for them with warmth,

kindness and compassion. Physical comfort, such as gentle rubs to the shoulders or face helped children feel loved. Staff anticipated any issues and proactively addressed them to ensure minimal stress to children”.

We were graded as Excellent – “6” on both areas of assessment: Quality of care and support and Quality of Staff.

4 Staff Development

As an organisation, the SCCMI is committed 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.

2022-2023 - 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;
- Health and safety including moving and handling;
- Administration of medicines;
- Infection prevention including enhanced procedures associated with covid;
- Management of complex epilepsy; and
- Eating and drinking, including fluid and texture modification required.

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:

- AMI (anatomical measuring instrument) for improved postural management;
- Bone density;
- CPIPS;
- Dining with dignity;

- Educational assistive technology (MSc EduAT);
- Hanen Teacher Talk;
- Introduction to PODD;
- Advanced PODD;
- Integrating PODD (pragmatic organisation dynamic display) and ADLs (aided language display) into all learning, therapy and care opportunities;
- PODD fluency – direct access, eye-pointing, alternative access;
- Roadmap of Communication Competence;
- Innowalk;
- Palliative care;
- Scottish Improvement Leader Programme (ScIL);
- Therapeutic moving and handling;
- Massage in School Programme;
- Mental Health First Aid;
- Music Therapy (Nordoff and Robbins);
- Outdoor first aid;
- SIBS group leader; and
- Sensory Beginnings.

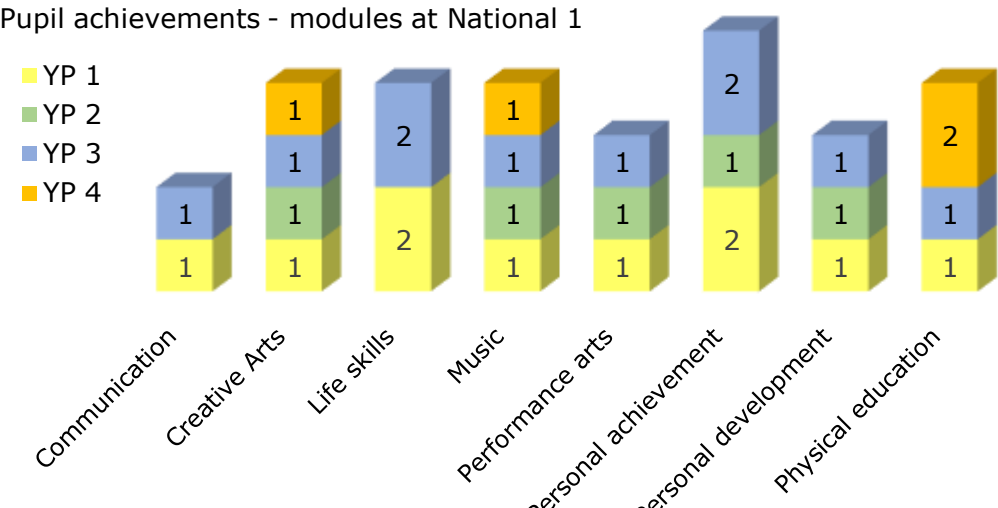
5 School Improvement Plan 2022-2023

5.1 Summary of our focus and achievements

Priority 1	Enhanced development of outdoor learning and community engagement.
Outcome	Embed Learning for Sustainability throughout established curriculum and all learning stages.
Impact	Achievement of LEAF Award. Children and young people will show curiosity, tolerance, and positive attitudes towards local nature. They will have increased knowledge about the ways that nature connects to their lives through personalised and accessible programmes of learning activities.
Summary Evaluation	Learning and teaching teams across the school have successfully embedded learning for sustainability goals within curricular areas and

	<p>topics, enabling all children and young people to actively engage with and start to explore local nature.</p> <p>2 LCTPS are enrolled on the Forest School Leader Award to enable them to enhance our children and young people’s access to and meaningful engagement with the outdoors.</p> <p>We achieved our Eco-Schools Scotland green flag award in February 2023 and our LEAF award in June 2023.</p>
Next steps	To pilot our forest school programme with siblings groups.

Priority 2	Utilise the knowledge gained this year to establish a senior phase curriculum.
Outcome	Senior class students will attain 5 awards at SQA National 1.
Impact	<p>Senior Phase students will access and attain a range of relevant and appropriate qualifications which reflect their personal interests and pathways.</p> <p>Senior phase students will integrate planned learning activities that demonstrate the real-world applications of concepts learned in familiar settings such as the classroom.</p> <p>Senior phase students will utilise assistive technology and multimedia resources to enhance learning experiences and cater for their different learning styles and access.</p> <p>Staff will understand and be confident in delivering a curriculum that needs to be age appropriate, culturally relevant, and accessible to all learners.</p>

<p>Evaluation</p>	<p>Our learning and teaching team, with support from AHP colleagues, have made good progress toward embedding our curriculum at SQA National 1 level, developing a varied programme of life skills and community experiences.</p> <p>Pupil achievements - modules at National 1</p>  <table border="1"> <caption>Pupil achievements - modules at National 1</caption> <thead> <tr> <th>Module</th> <th>YP 1</th> <th>YP 2</th> <th>YP 3</th> <th>YP 4</th> </tr> </thead> <tbody> <tr> <td>Communication</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Creative Arts</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Life skills</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>Music</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Performance arts</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Personal achievement</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td>Personal development</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Physical education</td> <td>1</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	Module	YP 1	YP 2	YP 3	YP 4	Communication	1	0	1	0	Creative Arts	1	1	1	1	Life skills	2	0	2	0	Music	1	1	1	1	Performance arts	1	1	1	0	Personal achievement	2	1	2	0	Personal development	1	1	1	0	Physical education	1	0	1	2
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<p>Next steps</p>	<p>To ensure our school-leavers have a positive destination, i.e. that will continue to support their development, wellbeing and inclusion.</p>																																													

<p>Priority 3</p>	<p>Develop approaches to literacy involving creating effective strategies and methods to promote communication and understanding that print carries meaning.</p>
<p>Outcome</p>	<p>Staff will develop effective approaches to literacy that empower our learners to become effective communicators.</p>
<p>Impact</p>	<p>Staff will confidently implement Group PODD books to enhance an aided language environment.</p> <p>Children and young people will have naturally occurring opportunities throughout the day to voice their needs, wants and wishes.</p> <p>All children and young people will experience equal opportunities to participate in classroom activities, discussions and decision-making processes using their AAC.</p>
<p>Evaluation</p>	<p>Staff across all disciplines have completed PODD training at an introductory level with identified teachers and LCTPs trained to an advanced level, with this training complemented by ongoing in-house sessions, delivered by our</p>

	<p>our highly specialist speech and language therapy team, to develop fluency in direct, eye-gaze and alternative access.</p> <p>All staff, children and young people have their own personal PODD book, with the children's and young people's personalised to meet their individual abilities and needs, e.g. high contrast / auditory scanning.</p> <p>This has enabled staff to effectively model communication throughout the learning day and ensure that all children and young people have a voice and are heard.</p>
Next steps	To embed all 5 components of comprehensive literacy are embedded into all class timetables.