

The Scottish Centre for Children with Motor Impairments



CENTRE HANDBOOK 2019 – 2020

With special thanks to Stephanie Higgins and Ann Wilson for their contributions.

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What We Are: The Scottish Centre for Children with Motor Impairments

The Scottish Centre for Children with Motor Impairments (SCCMI) was established to provide education and therapy for children and young people affected by disorders of movement or co-ordination, including reductions in communication caused by cerebral palsy or other conditions, the term 'motor impairments' being the collective term to describe the problems affecting such children. As a national and Scottish government funded organisation, the SCCMI aims to address the needs of children and young people in all parts of Scotland.

Articulating absolutes in the field of brain injury and repair is difficult and indeed may be inappropriate, however the concepts and information which have emerged and continue to be generated from neurophysiology and neuroplasticity research have informed the approaches developed by the SCCMI. There is evidence that brain injury and mal-development can adversely influence all aspects of a child's neurological, physiological and physical maturation, therefore the SCCMI attempts to address the development of the individual by providing a holistic approach to the child's cognitive, physical and functional capabilities. The SCCMI's approach to meeting the needs of children/young people is unique in Scotland and is characterised by:

- focus on the development of the whole individual
- a holistic and integrated approach to cognitive, physical and functional capabilities
- concept of the multi-disciplinary team working in an integrated, collaborative manner.

The SCCMI's innovative and forward thinking approach is influenced by a detailed analysis of the child's needs, assimilating best practice and focused on addressing each child's individual needs.

What We Aim to Achieve

SCCMI's Mission

The SCCMI's purpose is articulated in its Mission statement: *To enable all children and young people with motor learning difficulties throughout Scotland to develop their cognitive, psychomotor abilities and life skills in order to improve the quality of their lives and achieve their maximum level of independence.*

SCCMI's Vision

The SCCMI is an ambitious organisation, which aims to provide the highest quality services for children/young people affected by neurological conditions, with such ambitions articulated in its Vision statement. *By the year 2020 SCCMI will be a prime exemplar of integrated education and health care for children and young people affected by motor learning difficulties throughout Scotland. In addition, it will be acknowledged by professionals and organisations engaged in the education and health environments as a Scottish centre of excellence in the field of additional support needs education, incorporating innovative and high quality methods to develop cognitive, psychomotor, life skills development and independence in children and young people affected by neurological difficulties.*

SCCMI's Tenets and Values

Tenets and values have been identified which inform SCCMI's activities and direction which include:

- All individuals are of equal worth, have equal rights to have their abilities developed, and have the right to develop to their fullest potential and all children/young people have the capacity for progress.
- Education is concerned with the development of the whole person and intelligence is not a fixed entity.
- The focus on a child/young person with additional support needs should be on their achievement, progress and potential realisation.
- Each child and young person's physical, communication and education needs should be fully and comprehensively addressed.
- SCCMI staff will endeavour to provide the most appropriate educational, therapeutic and other services for the individual child.

Our Added Value

The SCCMI has a number of qualities which makes it entirely distinctive from other organisations in Scotland.

Specialist Organisation: Focus on Children with Neurological Conditions

SCCMI is a specialist organisation focused on fulfilling the educational, communication, movement, postural, respiratory, sensory and functional needs of children with neurological conditions, mainly those with cerebral palsy and related conditions. Focusing on children with neurological conditions allows SCCMI to develop staffing expertise, build facilities and accrue equipment all of which are concentrated on providing the best possible environment for those children affected by neurological conditions.

Responding to Parents Views and Aspirations

Parents have indicated that they would wish to have a personalised, sensitive, holistic/comprehensive approach, characterised by staff who listen and treat users with respect, valuing their views. These qualities and characteristics are those which SCCMI attempt to incorporate into programme delivery and the interactions between its staff and children, young people and their parents.

Ensuring Each Child's Health and Wellbeing

SCCMI welcomes within Curriculum for Excellence (CfE) the specific focus on Health and Wellbeing (H&W), which, due to the characteristics of the children who engage with the SCCMI, H&W possibly having substantial significance for such children. Within the context of the World Health Organisation's (WHO) view, SCCMI is committed to ensuring children's H&W, ensuring that children are:

- *Safe* - each child is safe and protected;
- *Healthy* - addressing each child's physical, mental and emotional health needs;
- *Achieving* - ensuring each child fulfils his/her potential;
- *Nurtured* - enabling each child to thrive through appropriate nutrition, comfort and cleanliness;
- *Active* – opportunities to take part in activities such as play, recreation and sport;
- *Respected* - ensuring each child's right to be treated with respect and dignity at all times;
- *Responsible* – opportunities and encouragement to play an active and responsible role in school and their community
- *Included* - through meeting the child's educational and therapeutic needs.

GIRFEC in Action

SCCMI is fully supportive of both the spirit and detail of GIRFEC values and principles which focus on improving outcomes for children, young people and parents, with key elements including:

- ensuring that the child/young person and their family is at the centre of all activities;
- taking a whole child approach;
- ensuring parents always know where they can find help;
- an integral role for children, young people and families in assessment, planning and intervention;
- a co-ordinated and unified approach to identifying concerns, assessing needs, and agreeing actions;
- working in partnership with families - knowing what they need, what works well for them;
- building solutions with and around children/young people and their parents.

Service Quality

We pride ourselves on the quality of our services which have been confirmed through external assessments.

(i) Through the Residential Educational Commissioning Framework in 2018, Scotland Excel ranked SCCMI as the following:

- | | |
|-----------------------------------|--|
| • Standard Nursery | - highest ranked in Scotland |
| • Most complex children Nursery | - highest ranked in Scotland |
| • Most complex children Primary | - highest ranked in Scotland |
| • Most complex children Secondary | - highest ranked in Scotland |
| • Standard Primary | - 2 nd highest ranked in Scotland |
| • Standard Secondary | - 2 nd highest ranked in Scotland |

(ii) 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."* The SCCMI were graded as Excellent – "6" on both areas of assessment: Quality of care and support and Quality of Staff.

Our Programmes and Services

The SCCMI's programmes and attendance patterns include:

Early Intervention Programme

Addressing the needs of children from birth to 3 years across the range of disability severity and complexity spectra, attending with parents/carers, incorporating assessment, therapeutic intervention, cognitive ability development and parental instruction.

Attendance Pattern - The programme is offered at different points throughout the year. The child would receive 20 sessions and each session is 1.5 hours. We also offer block sessions for children who cannot attend more regularly.



Parent Mediated Intervention Programme

Addressing the needs of children from 3 to 5 years across the range of disability severity and complexity spectra, attending with parents/carers, incorporating assessment, therapeutic intervention, cognitive ability development and parental instruction.

Attendance Pattern - The programme is organised so that the child gets 12 sessions throughout the year.

Nursery/Primary Class

Addressing the needs of children between the ages 3 - 12 years, across a wide range of the severity and complexity disability spectra, with children normally residing within 45 minutes travel from the SCCMI's operational base at the Craighalbert Centre.



Attendance Pattern - Maximum of 9 sessions per week
Monday – Thursday - 9.15 - 3.15
Friday - 9.15 - 12.15

Secondary Class

As Primary class, but addressing the needs of children up to 14 years.



Access to Education Programme

Designed for children/young people between the ages of 3 and 19 years at the more able and less complex aspects of the disability spectra, resident in any part of Scotland. The programme facilitates access to education within their mainstream school through developing physical abilities and life skills.

Attendance Pattern - Generally 3 x 4 day blocks
Monday-Thursday - 9.15-3.15



Admission to Programmes

The SCCMI provides education and therapeutic provisions for children and young people with neurological conditions. These neurological conditions result in disorders or disturbances of sensation, perception, cognition, communication, behaviour, with epilepsy and secondary musculoskeletal problems frequently being present.

As a national centre established to provide education and therapy for children from all parts of Scotland affected by neurological conditions, the SCCMI aims to engage with as many children and young people as possible who may benefit from such engagement and welcomes enquiries from professionals and parents/carers regarding the possibility of a child/young person accessing its services.

In order to determine whether the SCCMI offers the most appropriate environment to address the particular needs of the individual child/young person, a comprehensive assessment of each child/young person is conducted and extensive consultation with parents/carers and with other appropriate professionals is undertaken. A range of general criteria are employed to determine admission, including:

- A diagnosis of cerebral palsy or other non-progressive neurological disorder which has resulted in the child/young person having motor and learning difficulties.
- In cases where a diagnosis is not confirmed, a clear neurological disorder as evidenced by e.g. substantial delay in meeting developmental milestones which has resulted in the child/young person having evident motor or sensory difficulties.

- The engagement of a young child with the EIP requires that one of the parents, a close relative or carer attends with the child at all sessions.
- The Nursery/Primary classes can accommodate a wide range of abilities, therefore all children who would not have the ability to attend mainstream school could have their needs met within the SCCMI Nursery/Primary classes.
- The abilities of children admitted to the Nursery/Primary classes are therefore wide-ranging and currently include children positioned towards the most severe and complex aspects of the disability spectra, including those with exceptional health care needs.
- In considering the admission of a child/young person to the AEP, the child/young person would normally be required to demonstrate the ability to:
 - communicate a level which would have an impact on movement and posture;
 - engage with their immediate environment;
 - interact with others;
 - operate within a group environment as individual therapy intervention is not appropriate within this programme;
 - benefit from short and regular placements.

Further information is also available in the Admission Policy and Procedures which you can request via SCCMI's reception. Should you require further information or to arrange to visit the Centre please contact Alison Philipps on 01236 456100 in the first instance.

Our Staff

Management Team

Acting Chief Executive/Professional Lead for Quality and Care	Alison Philipps
Professional Lead for Education	Clare McCarron
Professional Lead for Health	Barbara-Ann Hagerty
Administration & Resources Manager	Frances Todd

Teachers

Heather Forrest
Kerry MacDonald
Nicola Graham
Vanessa Reynolds
(maternity leave)

Occupational Therapists

Lisa Wallace
Laura McLuckie

Physiotherapists

Aida de la Torre Romero
Jenni Coulter
Leah Honohan
Joanna Paterson
(maternity leave)

Speech and Language Therapists

Rebecca Davidson
Aoife McCaffrey

Programme Co-ordinator

Carole King

Early Years Practitioners

Catherine Anderson
Tracey Hannah
Jane Harrison
Lorraine Meeke
Maryanne Neil
Gillian Wylie
Marie Martin

Support Workers

Nicola Marshall
Lauren Milloy
Kimberley O'Meara

Finance Officer

Heather MacTavish

Administration/Reception

Anne Taylor/Eileen Speirs

Facilities Manager

Malcolm Ross

Chef

Jan McLaughlin

Pool Attendant and Lifeguard

Gavin Robertson

Out of Hours Janitor

John McKellan

Housekeepers

Kermen Matsakova &
Louise Owens

How We Work: Integrated Collaborative Co-professional Working

The concept of inter-professional practice has been identified as highly effective by all professions with a growing consensus that such practice contributes to improved quality, communication, efficiency and effectiveness of services. The logic behind SCCMI's integrated, collaborative, co-professional working is that a child/young person with a neurological deficit experiences a range of inter-related difficulties associated with eg, cognition, learning abilities, motor abilities, functional abilities and communication. These difficulties are not separated in the child/young person's mind and body and present them with an integrated set of negative and complex circumstances.

SCCMI's co-professional approach therefore addresses the child's difficulties in a similarly integrated and holistic manner, from a range of relevant professional perspectives. Integrated, collaborative and co-professional working therefore enables teachers, physiotherapists, occupational therapists, speech therapists and early years practitioners, to work in an integrated manner that can offer a collective and cohesive approach, but employ specialist knowledge when required. Unlike the majority of other organisations involved with children with neurological conditions all staff engaging with children/young people are SCCMI employees, which results in efficient, effective and high quality services.



The objective of co-professional working is that staff operate as a cohesive and focused group, delivering services in a holistic manner, deliberately blurring the edges between professions and attempting to ensure that the whole of the SCCMI's workforce is greater than the sum of the individual parts.



Our Facilities and Equipment

Quality Facilities

As befits a major national organisation addressing the needs of children affected by cerebral palsy and related conditions, SCCMI's building and outdoor facilities at its main operating base at the Craighalbert Centre are high quality, purpose-built, readily accessible, well-maintained and designed to facilitate children's active engagement with their learning and therapeutic activities.



We strive to ensure that our main operating base at the Craighalbert Centre is a child-friendly environment and welcoming to parents/carers and other professionals. We strive to ensure our physical environment is welcoming, with learning and therapy areas spacious to allow both ambulant and non-ambulant children/young people ample space for moving and accessing appropriate equipment.



Our excellent physical facilities at the Craighalbert Centre include well-equipped indoor and outdoor learning and therapy areas which are appropriate for the age range of all children/young people who engage with our programmes and include:

- spacious classroom learning and therapy areas;
- custom designed Sensory Discovery Room;
- state-of-the-art Hydrotherapy Pool which contributes to the excellent therapeutic environment;
- dining facilities that facilitate healthy eating, feeding skills and children's social interaction;
- specially designed children's toilet areas which encourage the development of self-help skills and as far as is possible, promote functional independence and ensure maintenance of each child's dignity;
- outdoor learning areas which are safe and well-maintained, sheltered and checked prior to use enabling participation in, eg: gardening and sports.

Extensive Equipment

We have an extensive range of specialist equipment to support children's learning, physical, functional and communication requirements. Staff undertake a detailed assessment in order to identify the most appropriate equipment to address each child's needs. Such assessment is highly collaborative and involves the child, their parents/carers and consultation, as appropriate, with external professionals and the equipment manufacturers prior to provision of eg communication aids, supportive seating or wheelchairs.



In line with our child-centred approach, equipment has been specifically purchased or adapted to meet children's individual needs. In addition, equipment is sufficient in quantity and range to allow rooms to be set up for the day, minimising the need to move equipment which includes eg:

- An extensive range of communication training and equipment including:
 - Eye Gaze – technology operated by the eye to aid communication;
 - Objects of Reference – any object which is systematically used to represent an item;
 - iPads;
 - Interactive projectors;
 - Resonance boards – this is a thin, flexible sheet of wood that gives tactile and auditory feedback whenever the child moves. When the child kicks the board, there is a sound and a vibration.
- Rebound Therapy – use of a trampoline to provide therapeutic exercises;
- Age appropriate indoor and outdoor play equipment;
- Adapted musical instruments;
- Specialist seating, standing frames and walking aids.

General Administration Information

Nursery/Primary/Secondary Class Uniforms

- Yellow polo shirts available with SCCMI logo.
- Dark blue sweat shirts available with SCCMI logo.
- Jogging bottoms or similar that allow movement.
- Swimming costume.

Polo shirts and sweat shirts are available from www.myclothing.com

Reporting Absences

- The SCCMI is required to record all absences either as authorised or unauthorised and to inform the education department responsible for paying a child/young person's fee. If your child is going to be absent for any reason, contact Carole King, Programme Co-ordinator, 01236 456100 at the earliest opportunity.

If a child is expected to attend and has not arrived at the Centre by 9.30am without an explanation, the Programme Coordinator will attempt to contact you by phone. If no contact can be made the absence will be recorded as unauthorised. Reasons for authorised absences include:

- Sickness
- Medical and dental treatment
- Bereavement
- Short-term exceptional domestic circumstances
- Religious observance
- Lack of transport including as a consequence of bad weather
- Family holidays; SCCMI believes that family holidays are important to the wellbeing of the children/young people and to the cohesion of their families.

Reasons for unauthorised absences include:

- Unexplained absence
- Parent-condoned absence where the Centre does not agree there is a satisfactory reason for the absence.

In addition, the Chief Executive should be made aware of any planned absence in writing in advance, at which point he will indicate whether it should be recorded as authorised or unauthorised. Parents/carers should make contact on the first day of a child/ young person's absence to inform staff of the reason and anticipated duration of the absence.

Sickness

It is recognised that in any environment in which children, young people and adults have a close physical interaction, the risk of cross infection, ie, the spread of infection from one person to another, is increased and outbreaks of infection can occur more easily. The risk of micro-organisms spreading across the Centre is heightened due to children/young people's high levels of dependency on the same group of staff for personal and intimate care and the shared use of learning and therapy environments, equipment, changing facilities and bathrooms.

The SCCMI's Infection Prevention Policy and Procedures is available via SCCMI Reception should you require a paper copy, or the information in a different language. In summary, to minimise the risk of infections spreading, parents/carers have various responsibilities identified.

- Ensure their child is kept away from the Centre when ill with a communicable disease, with the Professional Leads for Health and Education (Barbara-Ann Hagerty and Clare McCarron respectively), having ultimate responsibility for determining whether a child can access the Craighalbert building should he/she be ill.
- Collect their child with minimal delay, when asked to do so, should he/she become unwell while attending the Centre.
- Provide the Centre with details of their child's illness, by telephone, on the first day of any absence and confirm this in writing on their return.
- Provide staff with details of any ongoing condition that reduces their child's immunity, increasing their vulnerability to infection.

Child Protection

The Centre recognises that children and young people with a disability may be potentially more vulnerable to neglect and/or abuse than non-disabled children and that the children/young people who access SCCMI's programmes and services may be particularly vulnerable as a

consequence of their mobility, communication, learning and health difficulties. The Centre further recognises that child protection is a complex process requiring the interaction of children and families, organisations delivering education, therapy, health care and other services.

The SCCMI's Child Protection Policy and Procedures is available via SCCMI's reception should you require a paper copy or the information in a different language. The policy and procedures are informed by national legislation and guidance and reviewed on an annual basis to ensure the safety and wellbeing of the children and young people engaging with SCCMI's programmes and services through ensuring:

- All those associated with the Centre, including the Board, management, staff and parents/carers understand the contexts within which child protection operates and are aware of their role in ensuring children and young people are safe and protected.
- The Centre management team and staff understand their common objective to support and protect children, particularly those that are most vulnerable.
- The Centre's staff are competent in ensuring children and young people and their parents/carers receive appropriate assistance should this be required.
- The Centre's staff recognise when to be concerned about a child or young person's safety and understand how to share their concerns.

If you are concerned about a child or young person's wellbeing please contact Alison Philipps, Child Protection Co-ordinator 01236 456100 or alison@craighalbert.org.uk.

Policies and Procedures

The SCCMI has a considerable range of policy and procedural documents which guide all aspects of operations and to ensure the safety and wellbeing of the children and young people engaging with its programmes and services. All are available via SCCMI's reception should you require a paper copy or the information in a different format/language. These policies and procedures include:

- Accident/Incident Procedures
- Administration of Medicines
- Outdoor Learning and Educational Trips
- Eating and Drinking
- Seizure Care
- Fire Procedures

- Moving and Handling
- Promoting Positive Behaviour.

Complaints

The Centre welcomes suggestions and comments from parents/carers and service users and takes seriously any complaints and concerns which may be raised. Should you have a concern it is best to talk to a member of staff as soon as possible should your concern relate to:

- the SCCMI's education, therapy or health related services, you should contact either the Professional Lead for Education (Clare McCarron), or the Professional Lead for Health (Barbara-Ann Hagerty) in the first instance;
- any other aspect of SCCMI's services or operations you should contact the Administration and Resources Manager (Frances Todd).

The SCCMI Complaints Policy and Procedures is available via SCCMI's reception should you require a paper copy or the information in a different format/language. The Centre is committed to respond to any complaints quickly and believes that with effective and timely communication most matters will be settled at this stage, however if you do not feel your concern has been addressed satisfactorily you should contact the Chief Executive in writing, outlining the specific nature of your dissatisfaction. Thereafter the Centre will follow best practice guidance to better understand the reasons for your dissatisfaction and to reach an effective and prompt solution.



SCCMI's Quality and Standards Report

As an organisation providing education, therapy and care to children, the Centre is committed to providing high quality services. A number of key strengths have been identified, including:

- The provision of rich and varied learning environment through experiences and outcomes developed through the four contexts for learning.
- High quality of the internal and external environments.
- The curriculum, developed to reflect the specific abilities and needs of the children engaging with the SCCMI.
- The blend of discrete subject development (literacy, numeracy, health & well-being) and inter-disciplinary learning which provides quality learning opportunities and highly motivating contexts for learning and therapy.
- Supporting children and young people as individuals within small group settings, with their individual needs and preferences informing activity planning and delivery.
- The holistic approach being established to address children's needs, including their health, emotional and physical well-being, communication and education.
- Staff's detailed and intimate knowledge of the children facilitates appropriate target setting.
- Integrated collaborative working by a range of professionals and disciplines who work together to plan and deliver coherent programmes.
- A commitment to, and development of self-evaluation and improvement planning.
- The staff development policy and PPDS system common to all staff and incorporating new GTCS standards for teachers and with staff undertaking an annual review of their performance.
- The high expectations of staff.
- The Centre's full Quality and Standards Report for 2017-2018 is available on SCCMI's website or via reception should you require a paper copy or the information in a different format / language.

The SCCMI Development Plan

The Centre's Development Plan is available via SCCMI's reception should you require a paper copy or the information in a different format / language, however, the key issues identified for development over the next year reflect the wide-ranging nature of the SCCMI's operations and include:

- Curriculum Development
- Learning and Teaching
- GIRFEC in Action: Collaborative Co-Professional Working Practices
- Children's Status and Progress: Assessment, Recording and Reporting
- Programme Evaluation and Stakeholder Engagement.



Engagement with Parents and Carers

The Centre is committed to working in partnership with families and encourages parents/carers to actively engage with their child's educational and/or therapeutic activities, believing that a child or young person's progress is enhanced by the activities undertaken in the Centre being continued at home. The Centre therefore offers parents/carers a level of engagement which is quite different from that in other schools and nurseries and services and includes:

- Daily voice-output news system
- Communication via telephone for day to day and urgent matters
- Communication via e-mail for routine matters, e.g. notification of social event
- Communication via letter for more formal matters e.g. circulation of reports and minutes
- Regular opportunities to contribute to evaluation and development planning through e.g. discussion or questionnaire
- Termly newsletter
- At least an annual review and planning meeting.



The Centre's full Parental Engagement Policy is available via SCCMI's reception should you require a paper copy or the information in a different format / language. In addition, there is an assumption and expectation that parents/carers wish to be active partners in their child's development and therefore wish to observe and engage in their child's activities. SCCMI staff seek to work directly with parents/carers to meet their needs and enable them to participate effectively in their child's activities, with such opportunities planned for and organised by:

- Clare McCarron, Professional Lead for Education

- Barbara-Ann Hagerty, Professional Lead for Health
- Carole King, Programme Coordinator

Please do not hesitate to contact Clare, Barbara-Ann or Carole if you have any queries about your child's programme, or to arrange to observe or participate in an educational and/or therapy activity with your child.

Should you wish to support the Centre through volunteering, eg, in the library, gardening or fundraising activities please contact Frances Todd, the Administration and Resources Manager (01236 456100).

SCCMI's Curriculum

Neurological conditions result in a considerable range and combinations of cognitive, physical, physiological and functional difficulties for children. SCCMI's curriculum, in conjunction with its therapeutic services, aims to develop children's abilities within the learning capacities identified by Curriculum for Excellence (CfE), enabling them to become:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens.

SCCMI's curriculum is designed therefore to address the children's individual and collective educational, physical and communication needs and to develop their abilities in relation to:

- Knowledge and establishing basic learning skills and understanding
- Knowledge and comprehension within curriculum areas
- Motor learning abilities, gross and fine motor skills
- Functional abilities and independence skills
- Promoting self-awareness, understanding and attitudes
- Fostering confidence in abilities to express thoughts and ideas
- Enabling choice-making and the communication of preferences.



All curriculum areas are addressed through the SCCMI's curriculum, however there is a particular focus on Literacy and English, Numeracy and Mathematics and Health and Wellbeing. The curriculum is organised through integrated inter-disciplinary learning themes and topics, which:

- Provide the learning context, organisational basis, coherence and context for learning in each term
- Establish a learning environment which is engaging, stimulating, accessible and conducive to learning
- Ensure progression.

The integrated inter-disciplinary learning themes and topics are offered on the basis of long-term planning to facilitate children's interest and ensure children's learning is stimulated through a range of topics year-on-year.

Year	Term 1 (August-October)	Term 2 (October-December)	Term 3 (January-March)	Term 4 (April-June)
1 2019/20	Back to School Light and Space	Christmas Nativity	Toys and Games	Healthy Living
2 2020/21	Back to School Books are fun	Transport Christmas Traditions	Scotland	All About Me
3 2021/22	Back to School Summer Reflection	Christmas Nativity	Jungle	The Fairground
4 2022/23	Back to School Our World/Being ECO	Cultures of the World Christmas Traditions	People in Our Community	The Seaside/Under the Sea



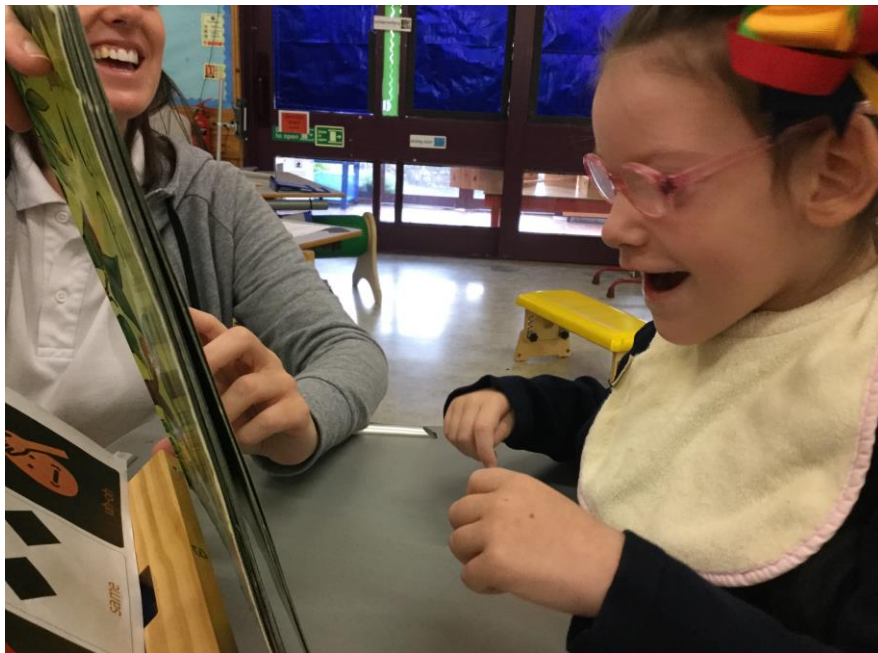
Differentiation ensures that the curriculum is appropriate and accessible to each child, with components modified according to individual abilities and needs to allow variations in:

- Content - what a child experiences/learns
- Teaching and learning processes - how a child learns.
- Outcomes - how a child demonstrates what he/she has learned.



The Centre's learning and teaching approaches are engaging, motivating and challenging, enabling the children to participate in active learning and have opportunities to demonstrate their creativity; are age, aptitude and interest appropriate; include: experiential learning; learning through play; physical activity; 1:1 learning and teaching opportunities; group learning and peer support; and parent/carer participation.

For further information about the curriculum and learning and teaching within the Centre please refer to SCCMI's website or contact Clare McCarron, Professional Lead for Education.



SCCMI's Therapeutic Provision

The SCCMI provides comprehensive and integrated educational and therapeutic services for children and young people with a range of neurological problems with the aim of enhancing their cognitive and physical abilities.

For children who attend the Nursery/Primary/Secondary classes, comprehensive educational, therapeutic and care elements are incorporated into a holistic programme to address their needs. Children who have complex health needs, including the need for, eg respiratory care, seizure management, gastrostomy feeding and palliative care have their needs met by an experienced team who have regular engagement with appropriate external medical and nursing teams.

The frequency and duration of a child/young person's therapeutic input, which includes, physiotherapy, occupational therapy and speech and language therapy, is determined by individual needs. It is entirely usual therefore that a child attending the Nursery/Primary/Secondary classes will receive physiotherapy every day. The duration and frequency of such therapeutic contact being dependent upon several factors including the individual abilities and tolerance levels.



For detailed information about therapy programmes and services please refer to the SCCMI's website or contact Barbara-Ann Hagerty, Professional Lead for Health. However in summary, the SCCMI is able to offer a variety of physiotherapeutic approaches to meet the children/young people's individual needs including, eg:

- Active Stretching
- Assistive Technology
- Aquatic therapy
- Bimanual training
- Constraint induced movement therapy (CIMT)
- Goal directed training
- Motor learning
- Neuro-developmental therapy (NDT)
- Orthotic Management
- Post-botulinum therapy
- Post SDR therapy
- Postural Support
- Rebound therapy
- Conductive education
- Sensory integration
- Strength training
- Taping.

Term Dates and In-Service Days 2019 - 2020

An up- to-date list of term dates and holidays is available on SCCMI's website or via reception should you require a paper copy or the information in a different format/language.

August 2019

In-Service day (staff only):	Monday 12 th August 2019
In-Service day (staff only):	Tuesday 13 th August 2019
First day of term	Wednesday 14 th August 2019

September 2019

September weekend:	Friday 27 th September 2019
In-Service day (staff only):	Monday 30 th September 2019

October 2019

Last day of term:	Friday 11 th October 2019
First day of term:	Monday 21 st October 2019

Christmas 2019

Last day of term:	Friday 20 th December 2019
First day of term:	Monday 6 th January 2020

February 2020

Holiday:	Monday 10 th February 2020
Holiday:	Tuesday 11 th February 2020
In-Service day (staff only):	Wednesday 12 th February 2020

April 2020

Last day of term:	Friday 3 rd April 2020
First day of term:	Monday 20 th April 2020

May 2020

In-Service day (staff only):

Thursday 7th May 2020

Holiday:

Friday 8^h May 2020

Holiday:

Monday 25th May 2020

Summer 2020

Last day of term:

Friday 26th June 2020

General Contact Information

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

Telephone: 01236 456100

Email: sccmi@craighalbert.org.uk

Website: www.craighalbert.co.uk

Parents/Carers' Forum: www.facebook.com/groups/craighalbertparentforum

Friends of Craighalbert: www.facebook.com/Friends-of-the-Craighalbert-Centre