

Establishment Name: Hillend Children’s Centre



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Our Vision, Values and Aims

Our vision for all children and families

Hillend Children's Centre is committed to create a nurturing and empowering environment where every child feels a deep sense of **belonging**, is supported in their **growth**, and thrives through **inclusive** practices. We aim to foster a space where all children, regardless of their abilities, are embraced with **empathy**, feel **safe**, and have opportunities for **total communication** in their journey of learning and development. Through collaboration with families, the wider community, and professional partners, we strive to foster a sense of belonging, respect, and achievement for all children, helping them develop the skills and confidence to thrive in the world around them.



Hillend Children's Centre

Vision



At Hillend Children's Centre, we are dedicated to creating a nurturing and empowering environment where all children, regardless of their abilities, experience a deep sense of **belonging**.

Through **inclusion**, we ensure every child is valued, respected, and given the opportunity to thrive. We believe in fostering **growth**, helping each child reach their full potential with personalised support.

As a community, we encourage **giving** by fostering kindness and generosity, ensuring every child learns to support and care for others. Through **empathy**, we listen, understand, and respond thoughtfully to each child's needs, cultivating a compassionate and supportive space. Meanwhile, **safety** remains our top priority, ensuring children feel secure as they explore, learn, and grow with confidence.

Guided by these principles, we embrace **total communication**, recognising that every child expresses themselves in unique ways. We are committed to supporting them in discovering and using the most effective means to communicate, ensuring every voice is heard and valued.

Our unwavering commitment to our community and values is driven by our staff, whose **BIGGEST hearts** create a loving, supportive, and inspiring environment for every child. By embedding these values in everything we do, we help children develop the skills and confidence to thrive in the world around them.

Values – Our BIGGEST Difference



B **Belonging** – Every child deserves to feel valued, respected, and part of a community where they are celebrated for who they are



I **Inclusion** – We celebrate the uniqueness of every child, ensuring all children, including those with additional support needs, are included, respected and given the opportunity to thrive in an environment where diversity is valued.



G **Growth** – We believe in the potential of every child to develop and reach their full potential, with support that is personalised to their individual needs.



G **Giving** – We foster a culture of generosity and kindness, encouraging children to share, support, and help one another in their learning and play.



E **Empathy** – We cultivate compassion and understanding, listening and responding thoughtfully to the needs and experiences of each child and their families.



S **Safety** – The safety and well-being of every child are our top priority, ensuring a secure environment where they can explore, learn, and express themselves freely.



T **Total Communication** – We embrace a variety of communication methods, recognising that every child expresses themselves in unique ways and we strive to support them in using the most effective means to communicate.









Aims



To create an inclusive and accessible learning environment where all children, including those with additional support needs, are fully integrated alongside their typically developing peers, fostering a strong sense of belonging, inclusion and respect



To build strong connections with the local community and external professionals, ensuring every child has access to the support, resources, and opportunities needed for holistic development both within and beyond our setting.



To nurture the individual growth and potential of every child by providing personalised support, guidance, and strategies that empower them to succeed in their learning journey



To promote a culture of giving, where children and staff learn the importance of generosity, kindness, and helping others within the setting and the wider community.



To foster empathy in both children and staff, cultivating a culture of understanding, kindness, and support where each child feels valued and heard.



To ensure that children feel safe and secure, both physically and emotionally, by creating a warm, welcoming, and supportive atmosphere where they can confidently explore and learn.



To facilitate total communication, embracing a range of verbal, non-verbal, sign language, and assistive technology methods to ensure that every child has a voice and is empowered to express themselves



To continuously reflect, adapt, and innovate, ensuring our practice evolves to meet the changing needs of children and families, creating a responsive and inclusive learning environment

By living these aims and values every day, we create a nurturing, inclusive, and empowering space where all children can thrive.

Hover your camera app over the QR code for a larger format of our Vision, Values & Aims



3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three-year plan

Link to NIF 2026 [National Improvement Framework 2026 - gov.scot](https://gov.scot/national-improvement-framework-2026)

Key Priorities - National Improvement Framework	Session 2026-2027 Develop	Session 2027-2028 Embed	Session 2028-2029 Sustain and Evaluate
Placing the human rights and needs of every child and young person at the centre of education	- Develop a Positive Behaviour Policy, that is fully in line with trauma informed practice. - Begin development of an Equality and Diversity Policy. - Review current practice against The Promise. - Deliver professional learning for staff. 4.2 Ensuring Wellbeing, Equality & Inclusion 1.3 Leadership of continuous improvement.	- Fully Embed consistent positive behaviour approaches through a trauma informed lens. - Strengthen restorative and nurturing practices. - Introduce equality impact assessments. - Increase children's participation and voice. 4.1 Nurturing Care and Support 3.1 Play and Learning	- Consistent approaches evident across the setting. - Improved wellbeing outcomes for children. - Equality and inclusion embedded in practice. - Strong evidence of The Promise informing policy and practice 1.3 Leadership of continuous improvement. 4.2 Ensuring Wellbeing, Equality & Inclusion
Improvement in children and young people's health and wellbeing;	- Audit current communication approaches. - Continue to promote Total Communication strategies, with more of a focus on Makaton and core boards. - Establish planting, growing and harvesting programme,	- Evaluate impact of Total Communication. - Sustain children's enterprise model with the evolving progress of the Hillend shop. - Fully embed family learning and engagement	- Embedding a communication-rich culture through leadership, independence and sustainable practice - Enterprise activities are extended through links with the local community. - Developing meaningful

	ensuring all children are fully included and involved. • Further develop the Hillend shop. • Review and enhance the Hillend hug. 2.1 children thrive in high-quality spaces 3.2 Curriculum 4.2 Wellbeing, Equality & Inclusion	opportunities, making very good use of the Hillend hug. 4.1 Nurturing Care and Support 2.1 Children thrive in high-quality spaces.	partnerships and family leadership • The Hillend Hug is recognised as a valued support network within the nursery community, where parent voice directly influences improvement priorities and decision-making. 3.1 Play and Learning 2.1 children thrive in high-quality spaces
Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in achievement, particularly in literacy and numeracy	• Develop a shared understanding of high-quality pedagogical practice. • Introduce and monitor higher-order questioning. • Establish robust assessment and tracking systems. • Audit and implement ASN data processes. • Launch bespoke curriculum rationale. • Review planning approaches, showing clear progression and development across the indoor and outdoor	• Embed higher-order questioning across all learning experiences. • Evaluate impact on ASN progressive pathway and improve outcomes through targeted interventions and inclusive practice for all children, mainstream and ASN. • Develop moderation practices for ASN. • Strengthen children's participation in assessment and planning.	• Evaluate impact of our curriculum rationale as well as our vision and values. • Refine attainment and achievement tracking. • Share effective ASN practice across the ELC sector. • Review progress for learning, teaching and assessment, to plan next cycle of improvement. 3.3 Learning, Teaching & Assessment 4.3 Children's Progress

	environment. Ensuring children’s voice is captured and recorded, showing impact. • Maintain the implementation of our attendance processes. 3.2 Curriculum 3.3 Learning, Teaching & Assessment 4.3 Children's Progress	• Engagement in the newly reviewed curriculum. 3.3 Learning, Teaching & Assessment 4.3 Children's Progress	
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Stakeholder's views

How were stakeholders' views collected?

To ensure our improvement priorities are evidence-based and reflect the views of all stakeholders, we gathered feedback throughout the year using a range of formal and informal approaches. This provided a rich picture of our strengths, areas for development and emerging priorities.

Methods used included:

- Termly Microsoft Forms surveys for parents, staff and partners to gather ongoing feedback and monitor satisfaction.
- Peer Review feedback, including:
 - What's Working Well?
 - Even Better If
 - Learning visits and professional dialogue.
- Child protection audit.
- Staff Self-Evaluation,
- Two Stars and a Wish form for parents to identify strengths, successes and next steps.
- Parent consultation opportunities, including informal conversations, family events, stay-and-play sessions and planned meetings.
- Partner and Multi-Agency discussions, gathering views from Speech & Language Therapists, Educational Psychologists, Health Visitors and ASN professionals.
- Children's voice, captured through observations, participation records in experiences and child-led evaluations.
- Everything that was sold in the Hillend shop was chosen by the children.
- Quality assurance and monitoring activities including observations, learning walks, planning meetings and attainment/progress tracking.
- Newsletters and information sharing, which invited ongoing feedback and celebrated achievements throughout the year.
- Parent/grandparents evaluations following stay and plays/workshops.
- TAC meetings and wellbeing assessments captured parents, practitioner and the voice of other agencies.
- positive conversations, self-evaluation, solution focused meetings, weekly planning meetings, weekly communication meetings, as well as audits throughout the year.

Priority 1: Overview of Priority - Through a strategic focus on high-quality learning and teaching, curriculum development, inclusive practice and effective self-evaluation, we will strengthen our approaches to assessment, planning and tracking to ensure all children experience responsive, progressive and meaningful learning opportunities.

NIF Priorities

Closing the attainment gap between the most and least disadvantaged children and young people
Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

A Quality Framework for ELC Choose an item. Choose an item. 3.3 Learning, Teaching and Assessment <u>4.3 Children's Progress</u>	UNCRC Article 3 (Best interests of the child): Article 23 (Children with disabilities): Article 28: (Right to education): Choose an item.
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Rationale for change based self-evaluation including data and stakeholder

Analysis of data from our Early Years Dashboard has provided a clear overview of children’s attainment and progress across the mainstream playroom. The evidence demonstrates that the majority of children are achieving expected levels or beyond in literacy, particularly within listening and talking, reading and writing. This indicates a need to provide greater challenge and opportunities for deeper learning for many returning children through approaches such as higher-order questioning and rich learning experiences.

While attainment in literacy and numeracy remains positive overall, the data also highlights a minority of children who require targeted support to ensure continued progress. These learners have been identified through tracking and monitoring processes, and appropriate interventions will continue to be implemented and reviewed.

In addition, feedback from our recent peer review identified the need to strengthen evidence of progression across all curricular areas as well as the journey of the physical spaces with the playroom, and to ensure children’s voices are captured and recorded more consistently. Further development in these areas will support more robust assessment practices, enhance learner participation, and provide clearer evidence of children’s progress and achievements. This improvement priority will ensure that all children are appropriately supported, challenged, and empowered within their learning journey.

Through self-evaluation and reflective practice, practitioners, other professionals and the peer review team identified a need to strengthen planning and assessment processes for children with complex additional support needs. Current approaches require further development to ensure that all aspects of children's progress and achievements are captured, measured, and celebrated in a holistic and meaningful way. Enhancing planning processes will enable practitioners to establish clear baseline information, monitor progress both pre and post-interventions, and accurately track individual learning journeys over time.

We have begun to consult with all stakeholders in regard to our curriculum offer. We now aim to align this with our curriculum rationale and design. Our goal is to implement and co-create a curriculum offer that is inclusive and appropriate for all children, including those with additional support needs, complex medical needs, and non-verbal communication alongside their mainstream peers, providing holistic, individualised, and responsive learning experiences.

A recent peer review identified the need to strengthen the establishment's approach to self-evaluation and quality assurance through the implementation of a more strategic and systematic process. While existing monitoring and evaluation activities provide valuable information, a more structured approach will ensure that evidence is gathered, analysed, and used consistently to drive continuous improvement.

Expected outcomes for learners.			
Who?	By how much?	By when?	What?
By June 2027 all our mainstream children will be experiencing a responsive and progressive learning environment where all practitioners use evaluative assessment, high-quality interactions and higher-order questioning to identify and build on learning, ensuring personalised next steps, increased engagement, sustained progress and improved outcomes across all areas of the curriculum.			
By June 2027 we will have developed and implemented a comprehensive and effective planning system that will show the progression across the learning environment particularly in literacy, numeracy and health and wellbeing, with the majority of children's voices recorded effectively and meaningfully, which will show the following:			
By June 2027 attainment data will evidence that 95% of children will be on track in Listening and Talking,			
85% on track in Reading			
90% on track in Writing.			
90% of our children are on track in Numeracy.			
90% on track for Mathematics			
95% on track for Health and Wellbeing.			

By June 2027, all children requiring ASN personal learning plan will have individualised targets and regularly tracked small-step milestones, with termly reviews demonstrating measurable progress for almost all children in sensory, communication, physical and cognitive development, alongside increased engagement, independence and participation in learning experiences.

By June 2027 100% of children will have engaged in a curriculum that is creative, responsive, and dynamic. Our curriculum rational will be visual, sharing our collective goals and unified vision.

By June 2027, we will implement and embed a strategic self-evaluation and monitoring framework, with 100% of staff participating in planned quality assurance activities each term, resulting in evidence-informed improvement actions that demonstrate measurable progress against at least 80% of establishment improvement priorities and improved outcomes for children.

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Outcome 1

- Learning observations and tracking data for all mainstream children will demonstrate that practitioners consistently use evaluative assessment, high-quality interactions and higher-order questioning to extend children's learning.
- Planning and Learning Journals will show personalised next steps that are informed by ongoing assessment and responsive to children's interests and needs.
- Quality assurance activities (observations, learning walks and monitoring of Learning Journals) evidence a progressive and responsive learning environment across all areas of the curriculum.
- Almost all children demonstrate increased engagement, independence, sustained involvement and progress in their learning.
- Practitioner self-evaluation and professional dialogue will indicate increased confidence and consistency in assessment and interaction strategies.
- Consultation and feedback from children and families reflects positive experiences, engagement and progress.

Success will be evidenced by consistently high-quality practitioner interactions, effective use of evaluative assessment to inform personalised learning, and almost all mainstream children demonstrating increased engagement, sustained progress and improved outcomes across all areas of the curriculum within a responsive and progressive learning environment.

Outcome 2

- 100% of children requiring a Personal learning plan have personalised targets and identifiable small-step milestones.
- Progress tracking is completed consistently and informs planning.
- Termly reviews demonstrate measurable progress for almost all children.
- Children show increased engagement, participation and independence.
- Staff confidently use assessment information to plan next steps.

- Parents and partners report positive progress and involvement in the planning process.
- Quality assurance evidence demonstrates improved outcomes in sensory, communication, physical and cognitive development.

Outcome 3

- A visual curriculum rationale will have been co-created with children, staff and families and is displayed throughout the setting.
- All staff can clearly articulate the establishment's curriculum vision, values, aims and design principles.
- Planning, interactions and learning experiences consistently reflect the agreed curriculum rationale.
- Children experience creative, responsive and dynamic learning opportunities across all areas of the curriculum.
- Parents and families demonstrate an increased understanding of the curriculum and how children learn through play.
- Quality assurance activities evidence strong alignment between the curriculum rationale, learning environment and children's experiences.
- Children's voice is reflected in curriculum planning and learning experiences.
- There will be increased awareness of the curriculum improvement cycle.

Outcome 4

Leadership of continuous improvement is embedded across the setting, with all staff actively engaging in strategic self-evaluation and quality assurance processes. Robust evidence is used to drive improvement, resulting in measurable progress against establishment priorities, greater consistency in practice, and improved outcomes for children.

Tasks to achieve priority	Timescale	RA G	Those involved/responsible – including partners	Resources and staff development
Deliver professional learning on • Leuven Scale of Wellbeing and Involvement • higher-order questioning • high-quality evaluative assessments. • Recording children's voices	From August 2026 until February 2027		Senior leadership team (EEL) will also be involved in researching and supporting staff will develop the training supported by the local authority.	All staff will participate in professional learning opportunities.
Use peer observations and coaching to share and model effective practice. Create agreed standards for high-quality interactions across the playroom.	From August 2026 ongoing		New staff will be buddied up with existing staff. EEL	Leuven scale pro forma used to complete peer observations. Support will be provided for staff to fully utilise the literacy and numeracy framework.

Tasks to achieve priority	Timescale	RA G	Those involved/responsible – including partners	Resources and staff development
Introduce regular moderation and professional dialogue sessions for practitioners. Create agreed standards for high-quality interactions across the playroom.	From November 2026 to June 2027		All mainstream staff to use one planning meeting per month to moderate.	EEL All mainstream practitioners.
Audit indoor and outdoor learning environments using agreed quality indicators to deepen knowledge of the new framework.	From August 2026 ongoing until June 2027		SLT EEL Practitioners	Environmental audit pro forma sheets Quality framework
Complete baseline/starting points assessments for all children with ASN supported in our specialist placements who require a differentiated curriculum.	September/October 2026		All responsible practitioners supported by speech and language therapy. Health professionals	An appropriate holistic assessment will be developed by SLT, in collaboration with staff and other professionals.
Implement evidence-informed interventions tailored to individual needs. Ensure interventions are embedded into daily play and learning experiences.	October 2026 and ongoing		All practitioners Any other professionals involved in individual children's care.	Personal learning plans Learning journals Health care plans Researched interventions as required Families involved in the target setting
12 weekly parents' evaluation and target setting meetings, with a 6-weekly check in beforehand with SLT to discuss progress.	September 2026 then every 6 weeks for check ins and 12 weeks for parents' meetings		Practitioners SLT Parents	Personal learning plans and learning journals.
A visual representation of our curriculum rational/design will be developed in line with our vision and values taking into consideration the national curriculum improvement cycle.	By June 2027		SLT All staff Parents Other professionals children	SLT to raise awareness of the curriculum improvement in line with national guidance. All consultations will be collated, and our poster will be designed then created.
Create a strategic quality calendar and monthly monitoring schedule that will drive forward improvements.	August 2026 until June 2027		SLT to develop Input from all staff	Quality calendar Monthly overview sheet Year calendar of events

Priority 2: Overview of Priority - Improvement in children and young people's health and wellbeing Through a strong emphasis on communication, health and wellbeing, family engagement and real-life learning experiences, we will empower children to develop their communication skills, confidence, independence		
NIF Priorities Improvement in children and young people's health and wellbeing Choose an item		
National Improvement Framework Outcomes Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.		
	A Quality Framework for ELC Choose an item. 2.1 Children Experience High Quality Spaces 3.2 Curriculum 4.2 Wellbeing, Inclusion and Equality	UNCRC Article 12 (Respect for the views of the child): Article 28: (Right to education): Article 13 (Freedom of expression): Article 12 (Respect for the views of the child):
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
Analysis of our communication data has identified strengths and also inconsistencies in the use of Total Communication approaches across the setting. While 71% of children are engaging with core boards, only a small number are using Makaton signs, and there is variable implementation of other Augmentative and Alternative Communication (AAC) strategies. This highlights a need to strengthen and embed a consistent, inclusive approach to communication that supports all children to express themselves effectively.		
As three children currently use Makaton as a means of communication, it is essential that practitioners develop confidence and competence in using Makaton naturally throughout daily routines, play and learning experiences. Alongside this, we recognise the importance of maintaining a broad Total Communication approach that promotes the use of core boards, visual supports, Makaton and other AAC methods according to individual need.		
While our Health and Wellbeing data is highly positive, with 92% of N4 children achieving or exceeding expected milestones, we recognise the need to further support those children who are not yet meeting their developmental expectations. In addition, a new cohort of children will begin their learning journey during this improvement cycle, providing an important opportunity to establish strong foundations from the outset.		
We are committed to providing high-quality, nurturing and stimulating learning environments that promote high aspirations for Health and Wellbeing, recognising that this is fundamental to children's overall development, engagement and future success.		

Building on the success of our nursery shop, we also aim to extend opportunities for children to apply and consolidate their learning in meaningful real-life contexts. Through enterprise, responsibility and play-based experiences, children will further develop key skills while embedding the principles and purposes of Curriculum for Excellence.

Our stay-and-play sessions and parent workshops continue to be well attended and highly valued by families. However, feedback and participation data indicate that not all families have had equitable access to these opportunities due to differing admission and start dates throughout the year. As a result, some children and families have missed planned engagement activities that support relationship building, parental involvement and children's learning.

Feedback from families has also highlighted a desire for increased informal opportunities to connect with other parents through our Hillend Hug. Parents have expressed that they would benefit from opportunities to share experiences, practical strategies and lived experiences in a supportive and welcoming environment.

Expected outcomes for learners

Who? By how much? By when? What?

By June 2027, most of our children will use Makaton signs and /or core boards independently to communicate needs, choices and feelings during daily routines and play.

By June 2027, majority of children will successfully plant, nurture and harvest a minimum of 5 different vegetables within the outdoor learning space, with at least 75% of children participating in each stage of the growing process. Produce will be sold through the nursery shop,

By June 2027, use of the parent space will increase with almost all families regularly accessing the space and engaging in nursery events, contributing to stronger home–nursery partnerships and improved outcomes for children.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Outcome 1

- Most children will independently use Makaton signs and/or core boards to communicate needs, choices and feelings.
- Communication supports will be embedded naturally across all learning environments and routines.
- Staff consistently model and encourage a range of AAC methods.
- Children demonstrate increased engagement, participation, confidence and independence.
- Families actively use communication strategies alongside the setting.
- Monitoring data shows a significant increase from the current baseline in the number of children independently using Makaton and core boards.

Outcome 2

- Our participation records and Leuven scale paperwork will have identified that most children have successfully planted, nurtured and harvested at least five different vegetables.
- At least 75% of children will participate in every stage of the growing process.
- Observations and child voice will demonstrate increased knowledge of food growing, sustainability and healthy eating.
- Children show increased responsibility, teamwork and independence in caring for the garden.
- The nursery shop will be operational, and children actively participate in harvesting, preparing and selling produce.
- Families engage with and support the project through purchases, feedback and participation.
- Monitoring evidence demonstrates progression in children's cross curricular skills, confidence and understanding of enterprise and sustainability.

Outcome 3

- Almost all families will regularly access and make use of the Hillend hug.
- Attendance at nursery events and family learning opportunities increases over the year.
- Families report feeling welcomed, valued and informed about their child's learning.
- Parents actively contribute to nursery activities, events and improvement initiatives.
- Evidence from observations, feedback and child outcomes demonstrates a positive impact on children's wellbeing, engagement and achievement

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Build on staff knowledge and confidence in using Makaton and core boards.	August 2026 ongoing until June 2027			Continue with our sign of the week. All staff have had recent training in Makaton, continue to offer refresher sessions.
Enhance our communication rich environments	October 2026 onwards with monitoring built into our strategic plan.		All staff SLT EEL Speech and language therapy Board maker licence	• Audit and improve availability of core boards across all learning areas. • Ensure visual supports, choice boards and communication aids are accessible indoors and outdoors. • Display key Makaton signs in play spaces, routines and transition areas. • Embed communication opportunities within all learning experiences.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage families in total communication	September 2026 with a parental workshop in January 2027		Staff working group to develop workshop. Senior EYECO and clerical to add signs to newsletters.	• Offer parent workshops on Makaton and core board use. • Share monthly signs and vocabulary with families. • Provide communication resources for home use. • Encourage families to contribute to communication targets and progress reviews. • Continue to provide our total communication working group with time to develop resources using the board maker facility.
Develop our outdoor growing area further	August 2026 until June 2027 – planned programme for harvesting		Inverclyde food network All staff and children	• Create visual growing guides and planting calendars for children. • Identify at least five vegetables suitable for growing throughout the year that will be appropriate for the children to make their pizza's with then sell in their shop. • Link gardening experiences to Health and Wellbeing, STEM, Numeracy and Literacy outcomes
Develop our Nursery Shop	August 2026 ongoing throughout the year		All staff Almost all children	• Involve children in harvesting, weighing, pricing and packaging produce. • Support children to create signs, labels and promotional materials. • Continue with simple money-handling and enterprise experiences through the nursery shop.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Increase family engagement opportunities	August 2026		All staff Identified working group	- Establish a yearly calendar of family learning events, workshops and stay-and-play sessions, being mindful of key intakes for children. - Offer a variety of engagement opportunities at different times to accommodate family commitments. - Create informal opportunities for parents to connect with staff and one another.
Monitor Engagement and Impact	August 2026 until June 2027		SLT Staff and parents	- Track attendance and use of the Hillend hug and nursery events. - Collect family feedback through surveys, conversations and evaluations. - Monitor levels of participation. - Evaluate how increased parental engagement is impacting children's wellbeing, confidence and learning outcomes.

Priority 3: Overview of Priority – Through the development of inclusive, relationship-based practice, we will embed trauma-informed and equitable approaches across the setting, ensuring all children feel safe, valued, respected and represented, while promoting wellbeing, positive relationships, participation and a strong sense of belonging for every child and family

NIF Priorities Placing the human rights and needs of every child and young person at the centre of education.

Choose an item.

Choose an item.

National Improvement Framework Outcomes

Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

A globally respected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values

A Quality Framework for ELC 1.3 Leadership of Continuous Improvement Choose an item. 3.1 Play and Learning 4.2 Wellbeing, Inclusion and Equality	UNCRC Article 2 (Non-discrimination): Article 23 (Children with disabilities): Article 4 (Protection of rights): Article 28: (Right to education):
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Rationale for change based self-evaluation including data and stakeholder views

Last session, we identified the development of a Positive Relationships Policy through a trauma-informed lens as a key improvement priority. Through ongoing self-evaluation, professional dialogue and engagement with current research and national guidance, it became clear that this was a more significant and complex piece of work than initially anticipated.

As our understanding of trauma-informed practice, nurturing approaches and relational pedagogy developed, we recognised the importance of creating a bespoke policy that truly reflects the values, needs and context of our service. We are committed to ensuring that this policy is not simply a written document, but a sustainable framework that is fully embedded in everyday practice and understood by all staff, children and families.

Through self-evaluation and feedback from children, families, staff and partners, we have identified wellbeing, inclusion and equality as key strengths of Hillend Children’s Centre. Stakeholder feedback and quality assurance evidence demonstrate that children experience a welcoming, nurturing and inclusive environment, where barriers to participation are actively identified and reduced.

We are committed to maintaining these high standards for every child and family who joins Hillend. Our proactive approach to promoting inclusion and ensuring equity of opportunity is a significant strength and reflects the skill, commitment and values of our staff team. As our nursery continues to welcome new children and families with diverse needs, backgrounds and experiences, it is important that these approaches are consistently embedded, monitored and sustained.

The development of a bespoke Equalities Policy will provide a clear framework for practice, ensuring our commitment to equality, diversity and inclusion is formally documented, consistently applied and regularly evaluated. This work will support a shared understanding across our setting, strengthen accountability, and ensure all children and families continue to feel respected, represented, valued and fully included.

Expected outcomes for learners.

Who? By how much? By when? What?

By June 2027, a robust Positive Relationships Policy will be fully embedded across the setting, with all staff consistently implementing trauma-informed approaches, ensuring all children benefit from a nurturing, predictable and supportive environment that promotes wellbeing, emotional regulation and positive relationships.

By June 2027, we will have developed and embedded a bespoke Equalities Policy that reflects the values and needs of our setting, ensuring all children experience an inclusive environment where they feel respected, represented, valued and able to participate fully in their learning.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Outcome 1

We will have a bespoke Positive Relationships Policy which will be fully embedded across the setting, resulting in consistent trauma-informed practice, strong partnerships with families, and improved wellbeing, self-regulation and co-regulation skills for all children. Children, staff and families will experience a nurturing and relational culture where the principles of The Promise are evident in everyday practice and decision-making.

Outcome 2

- Our bespoke Equalities Policy will be fully embedded and consistently inform our practice.
- Staff confidently promote inclusive, equitable and rights-based approaches.
- Children will see themselves, their families and their communities positively represented throughout the setting.
- All children will demonstrate a strong sense of belonging, participation and inclusion, values that are already linked to Hillend.
- Families feedback will evidence feeling welcomed, respected and valued.
- Monitoring evidence shows that barriers to participation are identified and reduced.
- Our integrated learning environment, curriculum and interactions consistently reflect the principles of equality, diversity and inclusion.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Ensure all staff have participated in trauma informed training modules sharing a consistent understanding.	By December 2026		All staff	Trauma informed modules on the NHS website, these are currently uploaded onto our improvement journey Padlet for ease of access.
Working group will continue to work in close partnership with educational psychologist.	August 2026 until the policy has been created		Working party to lead alongside educational psychologist All staff to participate	- Regular meetings with the group and the educational psychologist. - Minutes of meetings and resources shared.
Embed consistent practice across the setting	By June 2027		All staff All stakeholders	- Develop shared strategies and language for supporting behaviour and emotional wellbeing. - Ensure all staff use agreed approaches when supporting children through challenges and emotional dysregulation.
Engage with The Promise national guidance	October 2026		Virtual head to provide training on October in service day All staff	Staff will engage in awareness training for national guidance on The Promise.
Audit Current Practice	September 2026		Equalities working group	- Complete an equality and inclusion audit across the setting. - Review current policies, procedures, resources and learning environments through an equity lens. - Gather baseline evidence from children, families and staff regarding inclusion and representation.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop the Bespoke Equalities Policy				- Review national legislation and guidance relating to equality, diversity and children's rights. - Create a policy that reflects the unique context, values and needs of the setting. - Ensure the policy promotes equity, inclusion, anti-discriminatory practice and children's rights, as well as being embedded within our curriculum rational.
	July 2026 with our home visits until June 2027		SLT and staff to continue with joint home visits. Health professionals. Educational psychologists. External training providers.	- All staff to be trained in first aid by the end of the year. - Funding applied for to purchase an outdoor rebound trampoline to provide the therapy for individual children. - Continue to access Craigmarloch hydrotherapy pool. - Staff training on specific medical interventions reviewed regularly. - Continue to offer intensive interactive programmes.