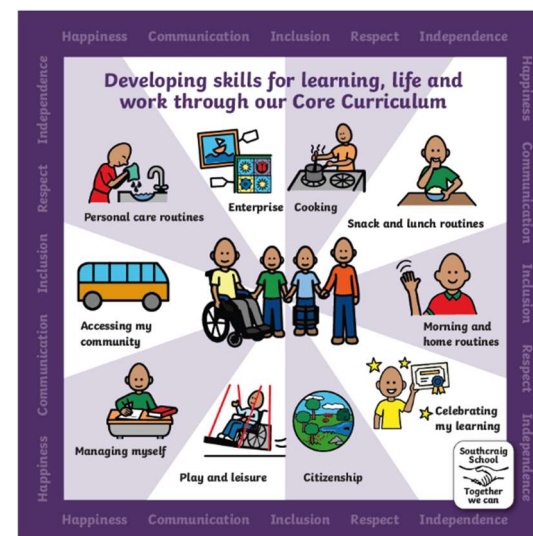
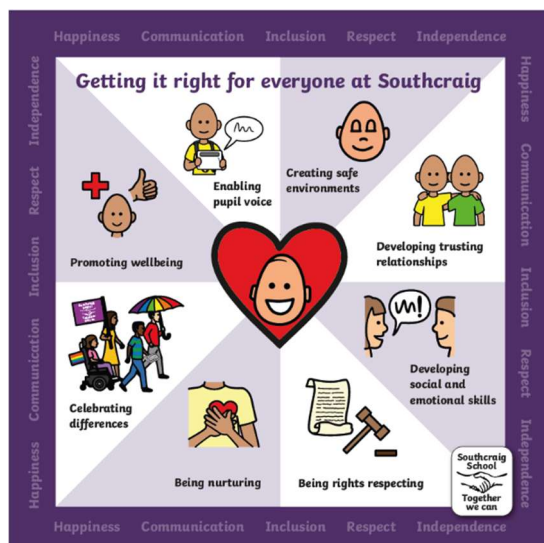




School Improvement Plan 2026- 2028



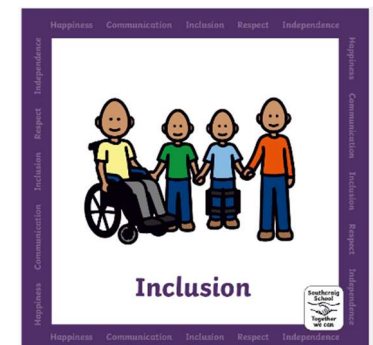
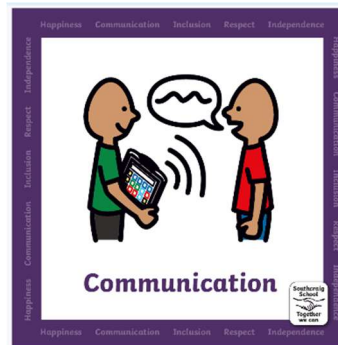
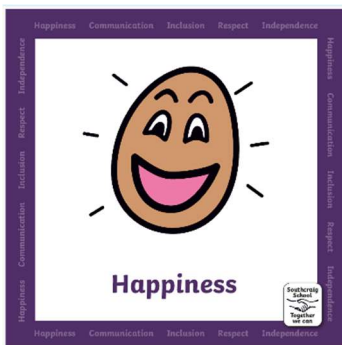
Our Vision



At Southcraig School, we work together to provide an inclusive learning environment where everyone is valued and achievements are celebrated. We are committed to ensuring success, equity and wellbeing for all.

Our Values

Our values reflect what we believe creates a positive and nurturing ethos within the school.



Our Aims:

<i>1. We aim to celebrate achievements and success:</i> • Through displays and celebrations in school and the wider community. • With praise and weekly assemblies.	<i>4. We aim to provide a supportive, caring environment by:</i> • Striving to achieve an attractive, stimulating and safe school environment. • Providing support to learners and their families. • Applying nurture principles across the school
<i>2. We aim to identify the needs of each learner through:</i> • Careful assessment and identification of strengths and development needs. • Monitoring learners' progress and achievements closely.	<i>5. We aim to help each child achieve greater independence and self-motivation by:</i> • Providing opportunities which encourage independence in all learners • Encouraging greater awareness of self and others.
<i>3. We aim to develop each child to their fullest potential by:</i> • Providing high quality learning and teaching through a variety of experiences. • Encouraging and supporting each learner to work to the best of his/her ability. • Ensuring every learner benefits from education by paying particular attention to their additional support needs	<i>6. We aim to build on partnerships with parents, the wider community and others associated with the school by:</i> • Keeping parents/carers fully informed through reports, newsletters and Evisense • Actively involving parents/carers in their children's education • Raising awareness of the work of the school in the local community.

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Our Priorities for 2026-2028



**CURRICULUM
DESIGN**



**QUALITY OF LEARNING,
TEACHING AND ASSESSMENT**



**MEETING
LEARNERS' NEEDS**

Priority 1: Curriculum Design: We will refresh and design our curriculum in line with new national guidance, focusing on meaningful and relevant skills pathways for our learners

Links to HGIOS4

1.2, 1.3, 2.2, 3.2



Links to NIF priorities

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in attainment, particularly in literacy and numeracy

Improvement in skills and sustained, positive school-leaver destinations for all young people

Outcome 3



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.

Links to NIFdrivers

School Leadership

School Improvement

Parental Engagement

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person(s)/ People involved	Completion date	Monitoring & Evaluation/ What will success look like?
Refresh and update our Curriculum Vision, Rationale and Ethos	Staff consultation on the four capacities, the four contexts for learning and key priorities for our learners	Senior leaders/ All staff	October 2026	Updated Curriculum Vision and Rationale outlining our key priorities will ensure a shared understanding across our community.
	Parent/carer focus group to discuss key curriculum priorities	Senior leaders/ Parents/carers	October 2026	Consulting with all staff and parents/carers will promote shared ownership of the vision underpinning our refreshed curriculum and what is important for our learners
Develop and establish a four-stage progression framework from P1 to S6, with a focus on skills	Focus groups will map across the four stages, detailing relevant, progressive and appropriate learning experiences for learners at each key stage	Senior leaders Teachers & SSAs	June 2027	A clear four stage progressive framework promoting recognition of our pupils as individuals, contributors, citizens and learners – with a clear focus on skills for life from P1 to S6
Explore and engage with the materials and guidance from Education Scotland, including the technical frameworks.	Collegiate working with other ASN provisions across the authority to engage with and explore the Know-Do-Understand approach and the content of the new technical frameworks	Leadership team Teachers & SSAs Teachers from other SAC ASN provisions	June 2028	Collegiate working to engage with the new national materials will ensure a shared understanding across local authority ASN provisions
Refresh our Core Curriculum to include system for tracking individual progress	Collegiate working to refresh our Core Curriculum in line with our learner pathways	Senior leaders Teachers & SSAs SA workshop	August 2027	Refreshing our Core Curriculum with all staff will empower staff to embrace that it is at the heart of what we do at

				Southcraig, with all roles valued and appreciated.
	Develop a system to track progress through the Core Curriculum (merge with Star of Southcraig)	Senior leaders Teachers & SSAs	August 2027	Tracking learners' progress through our Core Curriculum will highlight a clear progression of key skills for our learners.
Explore and engage with Equals materials	Explore and engage with Equals materials reflecting on the key learner pathways (pre-formal, informal, semi-formal and formal).	Senior leaders Principal teacher (PEF) Teachers & SSAs	December 2027	Exploring the materials will highlight how the materials can be used across our progression frameworks.
Plan progressive pathways across curriculum areas for the four stages	- For each stage, systematically plan for each curricular area and each area of the Core Curriculum, defining progressive learning experiences, pedagogies and resources. - Link to relevant programmes of work (e.g. Equals, Flo Longhorn, Sensory Classroom etc.)	Leadership team Teachers & SSAs	June 2028	Bringing all our development work together will ensure we get it right for all learners. We will have a toolkit of resources and programmes of work for teachers to support learners across all pathways.

Priority 2: Quality of Learning, Teaching & Assessment: We will support our staff to plan and deliver high quality learning experiences using a toolkit of pedagogies.

Links to HGIOS4

1.2, 1.3, 2.3, 3.2



QUALITY OF LEARNING,
TEACHING AND ASSESSMENT

Links to NIF priorities

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in attainment, particularly in literacy and numeracy

Improvement in skills and sustained, positive school-leaver destinations for all young people

Outcome 5



Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

Links to NIFdrivers

School Leadership

Teacher Professionalism

Assessment of Children's progress

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person(s) / People involved	Completion date	Monitoring & Evaluation/ Evidence of success
Maintain and build on the Southcraig Way	Refresh our Southcraig Way to reflect our ethos, culture, expectations and key protocols for all staff (booklet)	Senior leaders All staff	October 2026	Consistent understanding of expectations and protocols promotes consistency across the school – our way of working!
	Establish any specific aspects and expectations for School Assistants in a clear guidance handbook. Collegiate working with School Assistants to ensure clear understanding of their role and expectations.	Senior leaders School Assistants	June 2027	Clear guidance will ensure a shared understanding of roles and expectations, impacting pupils positively.
	Establish any specific aspects and expectations for teaching staff and SSAs in a clear guidance handbook (TEAMS). Collegiate working with Teachers and SSAs to ensure clear understanding of their role and expectations.	Senior leaders Teachers & SSAs	Ongoing (August 2026 – June 2028)	As our curriculum change review takes place, updated guidance will ensure teachers feel supported through the change process.
	Ensure key aspects of the moderation cycle guidance are refreshed and updated in line with new national expectations. Collegiate working with teachers to ensure a shared understanding.	Senior leaders Teachers	June 2028	Moderation cycle updates in line with national guidance will ensure teachers are clear on the assessment process.
	Moderation opportunities and professional dialogue opportunities to ensure quality and consistency across Learning Plans. Involve other ASN provisions as appropriate.	Senior leaders Teachers ASN provisions	November 2026/ ongoing	Moderation processes and the opportunity to discuss formulation of targets and consistency of approaches in the assessment of targets, impacting

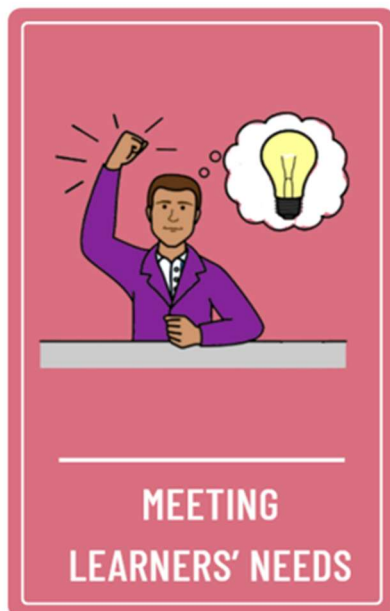
				positively on pupil achievement.
Explore appropriate pedagogies	Explore a range of appropriate pedagogies which will meet the needs of our learners	Senior leaders Local authority All staff	August 2026 – June 2028	A toolkit of appropriate pedagogies ensures our curriculum is delivered in a way which reflects learners' needs.
	Provide appropriate CLPL opportunities e.g. Attention Autism, RISE, SCERTS, Equals, Core Word programme, MOVE programme etc.	Senior leaders CLPL providers Health agencies All staff	June 2028	Appropriate and timely CLPL opportunities promote a highly skilled workforce and consistency of approaches.
Differentiation	Collegiate working to build staff confidence in meeting individual needs within learning experiences and lessons	Senior leaders Local authority Teachers & SSAs	June 2028	A deep understanding of the diverse range of needs of learners will ensure appropriate pace and challenge for all learners
	Establish classroom guidance on expectations for interacting and supporting individuals within each of the Equals pathways	Senior leaders Teachers & SSAs SAs (workshops)	June 2028	Clear guidance on supporting a range of individuals within classrooms will ensure consistency of approach
	Collegiate working to define what active engagement looks like for different kinds of learners across the school	All staff	June 2028	A shared understanding of what engagement looks like for all learners will increase pupil engagement.

	Collegiate working on how to plan and organise learning to ensure active engagement within our diverse classes	Senior leaders Teachers & SSAs	June 2028	Supporting teachers in using the toolkit of pedagogies to plan learning experiences will bring more consistency across the school.
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Priority 3: Meeting Learners' Needs: We will further develop and consistently apply a range of strategies to ensure we meet the communication and sensory needs of all learners.

Links to HGIOS4

1.1, 1.3, 2.4, 2.7, 3.1



Links to NIF priorities

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

Improvement in children and young people's health and wellbeing

Outcome 4



High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Links to NIF drivers

School Leadership
Performance information
Teacher professionalism

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person(s)/ People involved	Completion date	Monitoring & Evaluation/ Evidence of success
Develop further and consistently apply communication strategies to meet individual communication needs	Continue to work towards South Ayrshire Communication Friendly Award with a focus on Supportive Learning Approaches and Adult Interactions	Senior leaders All staff SALT	June 2027	CFS Accreditation in Supportive Learning Approaches and Adult Interactions
	Establish classroom guidance on expectations for interacting and supporting individuals within each of the SCERTS Communication stages.	Senior leaders SALT	December 2026	Clear guidance on supporting the three communication stages will ensure consistency across classes
	Continue to roll out the SCERTS approach across more classes	Senior leaders Identified classes	June 2028	Building on existing good practice and successes from pilot classes will roll SCERTS out successfully across more classes.
	Develop planning, assessment and tracking of signing/ objects of reference/symbols/ appropriate communication systems for individual learners	Senior leaders SALT	June 2027	Clear planning, assessment and tracking of communication skills will ensure progression and build on prior learning.
	Develop teacher confidence in supporting acceleration of AAC skills	Senior leaders SALT	June 2027	Teacher confidence in using AAC devices and other supports to provide opportunities for expressive language skills

Meeting Sensory Needs	Work with the ASN cluster schools on the local authority cluster action plan to develop teacher confidence in meeting sensory needs, including effective use of the Derbyshire Sensory Processing Toolkit.	Senior leaders Local authority CLPL providers SALT/ OT	June 2028	Support from the local authority and relevant agencies, and working collegiately with other ASN provisions will support teachers to be highly skilled in meeting the sensory needs of learners.
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MONITORING AND REVIEW

Regular and systematic monitoring of progress of the priorities contained in this School Improvement Plan will take place throughout 2026-2028.

This will be done through a variety of activities including:

- Gathering of relevant information and evidence, based on the 'Monitoring & Evaluation/ Evidence for Success' section of each Action Plan*
- Observing and recording teaching and learning, considering the impact on the learners*
- Discussions at regular collegiate meetings and In-service days*
- Feedback from parents, pupils and other stakeholders on our progress*

This will enable the school and its stakeholders to evaluate progress towards our agreed priorities and consider the impact of the outcomes on our learners. This information will then be shared in our Standards and Quality Report.