The Scottish Centre for Children with Motor Impairments

Craighalbert Centre

Enabling Children to Achieve

ANNUAL REPORT 2024/25







Enabling Children to achieve

This report focuses on our service delivery and achievements, a complimentary detailed financial statement is available on our Website and can also be accessed through Companies House.



The Scottish Centre for Children with Motor Impairments
Craighalbert Centre, 1 Craighalbert Way, Cumbernauld, G68 0LS
www.craighalbert.org.uk

Chair's Statement



As Chair of the Scottish Centre for Children with Motor Impairments (known as Craighalbert), it is a privilege to introduce our 2024/25 annual report, reflecting on another year of progress, growth, and change at Craighalbert.

This year has been particularly significant as we marked the retiral of our Chief Executive, Bob Fraser. During his tenure, Bob guided the Centre through the unprecedented challenges of the COVID-19 pandemic, embedding PODD as a universal language across the Centre, and his commitment to embedding children's rights, shaped our culture and practice, along with the publication of national research on early learning and childcare for children with profound and multiple learning disabilities (PMLD). This research has influenced discussions at the highest levels, including round table conversations with the Scottish Government. We are deeply grateful for Bob's leadership and the legacy he leaves behind.

In August, we welcomed Alison Philipps as Interim Chief Executive. Alison provides strong leadership and continuity as we begin the process of recruiting a permanent successor, ensuring that our mission and vision remain central to all we do.

The year has also been marked by continued development in key areas of our work. Our communication and literacy programmes, underpinned by assistive technology, continue to grow in strength, offering new and innovative ways for our children to express themselves and participate fully in learning. Our Early Intervention Programme has also expanded, providing vital support to families at the earliest stages of their journey, and demonstrating the life-changing impact of early therapeutic engagement.

Our partnerships remain a cornerstone of our success, with strong collaborations enhancing the quality and reach of our services. The continued support of donors, funders, and partners, whose generosity and commitment enables us to achieve so much with and for the children and families we support.

As we look ahead, we remain ambitious for the future. With the ongoing support of our dedicated staff, trustees, families, and partners, we are confident Craighalbert will continue to grow and build on the strong foundations, ensuring that children across Scotland with complex communication, learning, health, and care needs are enabled to achieve their full potential.

Lesley Anne Vannan

Chair, The Scottish Centre for Children with Motor Impairments

Interim CEO's Report



It has been a privilege to step into the role of Interim Chief Executive at Craighalbert. This year has passed so quickly, a reflection of just how much our small but remarkable team has accomplished. I am continually inspired by their creativity, expertise, and commitment to enabling every child to achieve their full potential.

I would also like to take this opportunity to acknowledge the retiral of Bob Fraser. His leadership and dedication have left a strong foundation for the Centre, and it is an honour to build on the progress made during his time in post.

This year has been about embracing new opportunities. A particular highlight has been the launch of our Water Space Programme, which gives families the chance to take part in parent-and-child swim sessions in partnership with Turtle Tots, offering both therapeutic benefits and peer support. Alongside this, we have continued to strengthen our focus on communication and assistive technology. From the use of Eyegaze and switches to the universal adoption of PODD books, we are creating an environment where every child can express themselves, participate in learning, and connect with others in ways that reflect their individuality. One memorable moment this year saw a pupil use her switch skills on the Drivedeck to knock over a cardboard skittle, a small act that spoke volumes about independence, confidence, and joy.

We were also proud to continue our national research work, presenting our findings on early learning and childcare for children with PMLD at the BACCH Conference, alongside several poster presentations at conferences across the country. Sharing our knowledge and practice is central to our mission, and this year we were delighted to work with Architecture & Design Scotland (ADS), who inspired by Craighalbert have created a suite of digital resources on inclusive school design. Through this partnership, our learning is being shared with practitioners across Scotland, extending our reach and influence far beyond our Centre.

All of these achievements, alongside our ongoing work in communication, literacy, and assistive technology, have only been possible thanks to the dedication of our staff, the trust of our families, and the generosity of our donors and partners. I am deeply grateful for the strength of these relationships, which remain at the heart of our success.

As we look ahead, I feel proud of what has been achieved during a time of change and excited by the opportunities that lie before us. With the continued support of our staff, trustees, families, and partners, Craighalbert is well placed to grow, innovate, and ensure that every child we support is enabled to achieve their full potential.

Alison Philipps

Interim CEO, The Scottish Centre for Children with Motor Impairments



About Us

Craighalbert was established as The Scottish Centre for Children with Motor Impairments in 1991. We are a therapy centre and one of Scotland's Grant Aided Special Schools funded directly by the Scottish Government to provide specialist and high-quality integrated therapy and education for children and young people affected by cerebral palsy and similar neurological conditions.

We believe that children with conditions that affect their motor functions require a focused and specialist environment within which their needs are addressed, their abilities can be developed and they can progress and flourish.

Our specially designed, well-resourced Centre is run by experienced, highly trained and educated staff, which include physiotherapists, occupational therapists, speech and language therapists, teachers and learning, care, and therapy practitioners. These staff work in an integrated, collaborative manner to enable children and young people to maximise their abilities, achieve their full potential and develop their maximum level of independence.

Our programmes address the needs of children with neurological conditions from birth to 19 years through a range of specialist and age-appropriate programmes. In so many other organisations, the focus is on what children are unable to do, however, our programmes focus on what each child can do and how each child's specific abilities can be enhanced.

Our Mission

To advance practice in Scotland so that children with complex communication, learning, health and care needs achieve their full potential.

Our Vision

A Scotland where every child no matter what their challenges is supported to reach their full potential.

Why do we do what we do?

Everything we do is to promote and support the development of children in Scotland with complex communication, learning, health and care needs to achieve their full potential while they experience the highest level of wellbeing possible.

How do we do this?

We develop, model, and share best practice in holistic planning and service delivery to promote learning and development, and actively engage families to enhance their capabilities and foster ambition for their children.

What do we do?

We provide high quality nursery, school and wider programmes of services delivered by a highly skilled team of practitioners working collaboratively in an enabling environment.

Our Values



CHILD-CENTERED

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



AMBITIOUS

We are not afraid to set challenging goals.



KIND

We are compassionate, generous, and friendly.



INSPIRATIONAL

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



COLLABORATIVE

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

Unique Working Methods

At Craighalbert, as is the case in many organisations, the concept of the multi-disciplinary team around the child is embedded in practice. However, we have taken this concept further applying a trans-disciplinary, holistic and person led approach to achieve the highest level of wellbeing possible.

To do this in the most effective and enjoyable way requires creative and responsive approaches that in turn require flexible, integrated, collaborative 'professional' working when planning and delivering learning, therapy, and care.

Taking a trans-disciplinary approach means that our practitioners, such as teachers, physiotherapists, occupational therapists, speech and language therapists, and learning, care and therapy practitioners, plan, share goals, share skills and work frequently together directly with the child as a dynamic team to deliver on holistic goals.

Evidence tells us that the collaboration of practitioners from different disciplines embracing the overlapping of skills and blurring traditional professional boundaries to address complex problems is the most creative, effective and holistic way to address the challenges of individuals affected by complex, multifaceted and changeable conditions.

Blurring the edges between the professions means that the whole of the Craighabert's workforce capability is greater than the sum of the individual parts.





Our Team

Our people remain our greatest asset, driving the high-quality services and impressive outcomes that define Craighalbert. We continue to invest in our team, strengthening our capacity and expertise to meet the complex and evolving needs of the children and families we support.

Our headcount stands at 52, with a full-time equivalent of 41.6. This steady growth reflects our commitment to ensuring we have the right people in place to deliver specialist learning, therapy, and care of the highest quality.

A key organisational development has been the recruitment of a Complex Health Nurse, a new role within our team that will enhance the support we provide for children with complex medical needs.

We have also continued to embed our People Plan, with a strong focus on staff wellbeing, development, and engagement. The creation of a Staff Forum has given our team greater voice and input into shaping our organisation, ensuring that their perspectives are central to our ongoing development.

Investment in professional growth remains a priority, with opportunities for coaching, mentoring, training, and further education equipping staff with the skills and confidence to excel in their roles. By nurturing our team in this way, we not only strengthen our current services but also build capacity for the future.

As we look ahead, we remain committed to investing in our most valuable resource, our people. Their dedication, expertise, and passion underpin everything we achieve, and we will continue to grow, develop, and support our team to ensure every child at Craighalbert has the opportunity to achieve their full potential.

Key Achievements

As we reflect on 2024/25, the achievements of our children, families, and staff demonstrate what can be accomplished when ambition meets opportunity.

One of the most significant milestones of the year has been the continued growth in our pupil roll, which now stands at 18 (17.4 FTE). This increase reflects the growing recognition of Craighalbert's expertise and the trust families across Scotland place in our services. With two placing requests and further enquiries coming through our Early Intervention Programme, we are proud to be seen as a place where children with complex communication, learning, health, and care needs can thrive.

Educationally, our pupils continue to reach new heights. Senior pupils achieved an impressive range of SQA qualifications, with four of our secondary school students collectively achieving 16 SQA Awards, which included Communication, Creative Arts, Health and Wellbeing, Independent Living Skills, Information and Technology, Science in the Environment and Photography. These achievements are not simply about certificates, they represent hard work, perseverance, and the belief that every child deserves access to meaningful and individualised learning pathways. For many of our families, these qualifications symbolise possibilities they had once thought were out of reach.



Another highlight of the year has been our residential trip to Bendrigg Activity Centre in the Lake District. These visits have become cornerstones of our school calendar, offering pupils opportunities to canoe, abseil, climb, and even zipline. The feedback from families, staff, and pupils has been overwhelmingly positive, with many noting improvements in confidence, communication, and even sleep and seizure management during the trips. These experiences stand as proof that with creativity, adaptation, and the right support, children with complex needs can take on the world.



Rights-based education has also been central to our work. Achieving our Bronze Rights Respecting Schools Award was a proud moment, but even more inspiring has been the growth of pupil voice across the Centre. Our Pupil Council, Eco Group, and Health and Wellbeing Group have given children a real say in their environment, learning, and community. From choosing events such as end-of-term parties, to influencing eco-projects and fundraising for charities of their choice, our pupils have shown leadership, creativity, and care for others.

2024/25 was also the year that the UNCRC was incorporated into Scottish law, and we embraced this historic moment by launching campaigns to raise awareness of children's rights. Staff training, parental engagement, and pupil-focused activities have helped ensure that rights are not just words on paper, but principles that shape our daily practice.

Another important achievement has been the launch of our newly designed website, which now provides families, professionals, and supporters with more information and resources than ever before. The website features an Information Hub, useful links, and a dedicated home learning section with videos and practical resources to support families inside and outside the Centre. This development has strengthened our ability to share expertise, extend our reach nationally, and ensure families feel supported even when they cannot be with us in person.

Innovation has been at the heart of our achievements this year. From breakthroughs in assistive technology, with pupils using switches and Eyegaze to communicate, play music, and even surprise their teachers, to new approaches in AAC and personalised learning, our team continues to push boundaries. These developments not only expand children's independence but also reveal their unique personalities in ways that families and staff cherish.

A particularly exciting step forward has been the introduction of the Drivedeck and Bugzy mobility devices, which allow children to develop their switch control skills and experience independent movement in ways that were previously out of reach. For many pupils, these tools have opened up entirely new opportunities for exploration, play, and social interaction.

By combining emerging technologies with creativity and expertise, Craighalbert is building an environment where children are not limited by their disabilities but instead are empowered by possibilities.

Together, these achievements paint a picture of a community that is ambitious, determined, and committed to giving every child the opportunity to reach their full potential.



Early Intervention

Our Early Intervention Programme (EIP) continues to be one of the most exciting areas of growth and innovation at Craighalbert. Designed for children aged 0–5 years who are considered at risk of developing or have a suspected or confirmed diagnosis of a neurological condition, and their parents/ carers. The programme combines therapy, play, and parent support to ensure that families have the tools and confidence to help their children thrive.

In 2024/25 we supported 31 families through our Early Intervention work, offering them the chance to connect with others, access professional expertise, and take part in activities that make a real difference to their children's early development.



The Music Space programme, delivered in partnership with Nordoff & Robbins, has remained a cornerstone of our EIP. Through music therapy sessions, children and parents have been able to bond, communicate, and explore new skills. Music creates opportunities for emotional connection, expression, and physical development, and feedback from families has been overwhelmingly positive. Parents describe Music Space as a safe, joyful space where their children can take part in meaningful activities that support communication and motor skills.



This year also saw launch of our innovative Water Space programme, run in partnership with Turtle Tots. Using our hydrotherapy pool, small groups of parents and children take part in guided sessions led by our physiotherapists, learning, care and therapy practitioners, and Turtle Tots instructors. These sessions use the unique properties of water to support posture, mobility, and parent–child bonding. With 18 families participating from across Scotland. Water Space is extending our reach nationally. Families tell us that the programme not only builds confidence for their children but also offers them opportunities to connect with other parents and access practical advice.

Looking ahead, we are expanding our EIP with the introduction of Play Space, a new strand of the programme designed to harness the power of play as a vital tool for learning and development. Play Space will offer structured, therapeutic play sessions that encourage curiosity, communication, and motor skills, while also providing families with strategies to continue supporting their child at home. Through sensory-rich activities and guided group

sessions, Play Space will create opportunities for children to thrive in an environment where exploration and enjoyment are central to learning.

We are also investing in the future of family support through the development of Knowledge Space, a new element designed to provide parents with resources and information tailored to their needs. Co-designed with parents from the outset, Knowledge Space will ensure that every resource reflects the real challenges and priorities families face. Its aim is to give families the knowledge, skills, and confidence to support their children's needs, while also empowering them to advocate effectively and feel connected to a wider community of support.

The growth of the EIP has been accompanied by increasing demand. We received multiple placing requests this year through the programme, with several more enquiries. This shows that parents see Craighalbert not just as a school, but as an early intervention hub where they can find the expertise and support they need at the earliest possible stage.

EIP is more than a service; it is a lifeline for families who often feel isolated or uncertain in the early years of their child's journey. By building confidence, encouraging peer support, and giving children the best possible start, our Early Intervention Programme is setting a strong foundation for a lifetime of achievement.



School Activities

Our activities are designed not only to teach but to empower, ensuring that every child experiences a curriculum that is meaningful, accessible, and engaging.

Throughout the year, themed learning has played a central role in inspiring creativity and curiosity. The *Seaside Explorers* topic allowed children to immerse themselves in the textures, sounds, and sights of the sea, from creating coral reef art with their feet to experimenting with bubbles and spray bottles to mimic the movements of whales. Similarly, our *All About Me* theme encouraged pupils to develop their communication passports, giving them tools to express their likes, dislikes, and personal preferences. These activities are not only fun but provide essential opportunities to build independence and communication skills.



Health and Wellbeing Weeks have become annual highlights, offering pupils the chance to explore activities such as yoga, dance, pampering, and even time with Theraponies. The therapeutic power of animals was clear when children interacted with the ponies, experiencing calmness, joy, and sensory stimulation in a safe outdoor setting.



Outdoor learning continues to be a priority. Forest school activities, apple picking, gardening, and litter-picking projects have allowed children to connect with nature while also learning valuable lessons about sustainability. The development of our Forest School Leader role has helped expand these opportunities, embedding outdoor education as a core part of our approach.

Communication and literacy sit at the centre of learning at Craighalbert. We use a centre-wide PODD (Pragmatic Organisation Dynamic Display) approach so that every child has consistent access to a robust vocabulary and multiple ways to express needs, ideas, and opinions across the whole day. This was reinforced by our “Wear Your Words” initiative, which normalises AAC by having adults model PODD everywhere, improving access, consistency, and spontaneous communication for pupils. We have seen clear benefits, including more frequent attempts to communicate and greater confidence in social interaction.

We have strengthened emergent and conventional literacy through significant staff development. Staff are now implementing individualised literacy goals, explicitly linking PODD use to reading and writing so pupils experience the connection between expressive communication and written language. This work has given teams a practical toolkit to improve literacy outcomes for learners with complex communication needs.

Literacy is woven into daily life. From sensory story sessions to shared reading activities that make use of AAC, children are encouraged to explore books, storytelling, and language in ways that are meaningful to them. Achievements such as our senior pupils’ SQA Communication and Literacy awards show the real progress that can be made when literacy is personalised and accessible.





Assistive technology continues to open doors to independence and self-expression for our pupils. This year we have seen remarkable breakthroughs as children explored switch technology, Eyegaze, and interactive devices that help them participate in learning and play. One memorable moment saw a pupil demonstrated her growing mastery of Eyegaze technology by cheekily using it to play music in class, reminding us all how much personality and individuality shines through when children are given the right tools. Our commitment to innovation extends to exploring cutting-edge developments in artificial intelligence, virtual reality, and brain-computer interfaces, positioning us at the forefront of assistive technology in education.

By combining communication-focused practice with innovative technology, we are creating a learning environment where children are not limited by their disabilities but are empowered by possibilities.

Our curriculum continues to evolve, with staff reviewing and developing approaches to ensure that every child receives personalised and targeted learning. The focus on communication, literacy, and postural care has been strengthened through staff training, external input, and careful reflection. Our senior pupils' success with SQA awards shows how effective this approach has been, and the introduction of new awards for the year ahead promises even greater opportunities.

These activities, whether in the classroom, the garden, or out in the wider world demonstrate that learning at Craighalbert is dynamic, inclusive, and always centred on the child.

Events

Events at Craighalbert are more than moments on a calendar; they are opportunities for our community to come together, celebrate achievements, and showcase the talents of our children. This year, we hosted a wide range of events that blended learning, celebration, and connection.



As summer approached, we celebrated our End-of-Year Achievement Awards. Every child received a personalised certificate that reflected their individual progress, whether in communication, mobility, or personal confidence. Families and friends joined us to celebrate the children's accomplishments, and our two graduates, one moving from primary to secondary, and another leaving Craighalbert after more than a decade. The graduation of our first senior phase pupil was a particularly historic moment, symbolising how far we have come as a Centre in supporting young people throughout their entire educational journey.

In October, Craighalbert was transformed into Hogwarts for a magical Harry Potter-themed Halloween celebration. With potions, spells, and even a visit from an owl, the day captured imaginations and delighted families. Parent Council members worked tirelessly to create a Hogwarts Grand Hall that provided a feast for the senses, while children enjoyed costumes, crafts, and themed sensory play.





Our Christmas Wonderland drew inspiration from *The Lion, the Witch, and the Wardrobe*, with the centre transformed into Narnia. Families encountered characters, music, and activities designed to spark wonder, offering opportunities for children to experience festive joy in a way that was meaningful and inclusive. For many, this event is a treasured memory, marking the holiday season with magic and togetherness.

Perhaps the most significant event of the year was our first Showcase Event in October 2024. Attended by stakeholders including Education Scotland, local councillors, and the Children's Commissioner, the day highlighted the extraordinary work happening at Craighalbert. Parents shared moving testimonies about the impact of our support, and the Children's Commissioner praised the dedication and expertise of our staff. The event not only raised awareness but also shaped important conversations about the future of specialist education and care in Scotland.

Our Daffodil Tea in March, was attended by families and friends with everyone joining in with special activities including seed planting in recycled bottles. Oak room wowed everyone with an interactive story they wrote using AAC (Augmentative and Alternative Communication) aids and a little help from AI, finishing with a fun MATP (Motor Activity Training Programme) session. It was a day filled with fun, laughter, and pride, with families able to witness the progress their children had made throughout the term.

Through these events, we reinforced that Craighalbert is not just a school or therapy centre, but a community.

Community Engagement & Partnerships

Our success is built not only on the expertise within Craighalbert but also on the strength of the partnerships we build and the communities we engage with. This year has seen our network of partners expand and deepen, enriching our programmes and creating more opportunities for the children and families we support.

Partnerships with national and local organisations have played a pivotal role. Our collaboration with Nordoff & Robbins has continued to provide high-quality music therapy as part of both our Early Intervention and school-based programmes. The launch of Water Space with Turtle Tots has been another successful innovation, demonstrating the power of combining expertise across sectors.

We have also worked closely with Sense Scotland, who delivered after-school clubs combining art, storytelling, sensory play, and sports for pupils, siblings, and parents. These sessions gave families opportunities to enjoy activities together and reduced isolation by connecting them with others in similar situations.



The North Lanarkshire Disability Forum launched a parent wellbeing programme at Craighalbert, offering art, meditation, and peer networking. Feedback from parents highlighted how valuable it was to have time and space dedicated to their own wellbeing.

Our university partnerships with Glasgow Caledonian University and Robert Gordon University allowed students to contribute their expertise while learning from our model of practice. These partnerships not only support our children but also ensure that best practice in assistive technology, physiotherapy, and occupational therapy spreads across the sector.

Cultural collaborations also enriched our work. The Renaissance Project at Stirling Castle, developed with Artlink Central, gave our pupils the opportunity to shape inclusive educational resources for historic environments. Meanwhile, the Soundplay Project provided a unique and highly engaging experience in which children could explore the creative possibilities of sound, light, and technology. Using switches, touch, and movement, pupils were able to trigger sounds, manipulate light patterns, and create immersive sensory environments tailored to their responses. For some children this meant the thrill of producing a sequence of sounds for the very first time, while for others it was about experimenting with rhythm, music, and cause-and-effect in a way that celebrated their individuality. Families joined in too, taking part in dedicated sessions that not only supported shared play but also gave parents new ideas to use technology creatively at home. The project demonstrated how the arts and assistive technology can combine to open up exciting new avenues for communication, expression, and fun.

These partnerships reflect a shared commitment to inclusion, creativity, and rights-based education. They extend our reach, bring new ideas into the Centre, and create opportunities that would not be possible without collaboration.



Funding & Fundraising

As a Grant Aided Special School, we receive block funding from Scottish Government and placement fees from local authorities, however we rely on donations and grants for many of our vital and innovative services, such as our Early Intervention Programme.

The generosity of our community and supporters has been central to our ability to deliver the programmes, therapies, and opportunities that make Craighalbert unique. This year, our fundraising has been marked by creativity, collaboration, and a strong sense of commitment from families, staff, and the wider public.

The Parent Council has once again played a vital role in raising funds, leading initiatives such as the Easter Raffle, which generated £1,600. Their tireless efforts not only bring in much-needed resources but also provide opportunities for families to connect, collaborate, and contribute directly to the Centre's life.



Local supporters have also made a lasting difference. Paula Dewar's Halloween House, a local tradition that draws crowds every October, raised £500 in 2024 when Paula decided to donate proceeds to Craighalbert. Her decorations may have been spooky, but her generosity was heartwarming. Similarly, Airdrie Golf Club's Burns Supper in 2025 raised £1,000, with members visiting the Centre to see first-hand the impact of their contribution. Their support demonstrated the power of local partnerships and community spirit.

Corporate support has also been vital. Ineos donated £1,000 after completing a Tour de France-themed cycling challenge, choosing Craighalbert in recognition of the support we provided to a team member's family. These connections show how personal stories often inspire corporate giving, reminding us that behind every donation is someone touched by our work.

We were delighted to receive a grant of £9,310.51 from the Campsie Fund to support the expansion of our Early Intervention Programme through the launch of Water Space. This investment is enabling more families to take part in parent-and-child sessions that promote development, confidence, and connection, extending our national reach and ensuring children can access life-changing opportunities at the earliest stage.

Together, these fundraising successes have ensured that Craighalbert can continue to deliver exceptional education and therapy, invest in new initiatives like Water Space and maintain our facilities to the highest standards. Every pound raised translates directly into opportunities for children to achieve more, families to feel supported, and our Centre to grow stronger.



Parent Council

Children's Aid

Volunteers

Alliance

Scottish Government

Pamis

Ineos

Parents

Wizz Kidz

Home Start

Renaissance Project
Stirling Castle

Scottish Water Horizons

Paula Dewar

Airdrie Golf Club

Family Fund

Devro

QuintiQ Rosyth

Moodiesburn Library

Soundplay Project

Mrs Jean Colthart

Campsie Fund

Turtle Tots

Corra Foundation - CYPFEIF & ALEC Fund

Sense Scotland

Contact Scotland

North Lanarkshire
Disability Forum

Glasgow Caledonian
University

Robert Gordon
University

Nordoff & Robbins

Watch Us Grow

Partners in
Advocacy

Artlink Central

ADW Architecture Doors & Windows

The People Who Make It Possible

As we close this year's report, it is important to pause and recognise the many people and organisations who have made our achievements possible. Craighalbert is built on the commitment of a community, families, staff, trustees, partners, and supporters, who all share our belief that every child deserves the chance to achieve their full potential.

First and foremost, we thank our children and families. Their determination, and joy inspire us every day. Each child's progress, whether using a switch for the first time, or achieving an SQA award is a testament to their hard work and resilience. Parents and carers are at the heart of everything we do, shaping our work and reminding us of the importance of family-centred support.

We are profoundly grateful to our staff team. Their skill, compassion, and creativity underpin every success. From classroom staff and therapists to facilities and administrative colleagues, each member of the team contributes to creating an environment where children can thrive. The positive feedback from families, visiting professionals, and inspectors alike is a reflection of their dedication.

Our Parent Council deserves special recognition for their fundraising efforts, and support. Their willingness to volunteer time and energy not only raises funds but also strengthens our community spirit.

We extend heartfelt thanks to our partners – Nordoff & Robbins, Turtle Tots, Sense Scotland, North Lanarkshire Disability Forum, PAMIS, and the many more who collaborate with us. Their expertise, creativity, and generosity have enriched our programmes and extended our reach.

To our donors and funders, we are deeply appreciative. From large grants to the local supporters, every contribution has made a difference. Your belief in our mission helps us make a difference every day.

We extend a heartfelt thank you to our volunteers, whose time, skills, and enthusiasm make such a difference to the Centre. Whether supporting fundraising events, helping with activities, or lending a hand behind the scenes, their contribution is invaluable and deeply appreciated.

Finally, we thank our Trustees, who provide guidance, oversight, and encouragement. Their expertise and commitment ensures that Craighalbert remains strong, strategic, and ready for the future.

This year, as always, we are reminded that Craighalbert is more than a Centre, it is a community of people working together to create a Scotland where every child, no matter what their challenges, is supported to achieve.

Stay Connected

The Craighalbert Centre uses its website and social media to promote what we do, share information and engage with others.

There are many ways that you can stay connected, engage with us online and promote what we do.

- **Follow** – Follow us on social media and visit our website for regular updates.
- **Like** – Like our social media pages, to increase visibility and engagement.
- **Share** – Share links to our website and posts, with your contacts, to raise awareness and reach a wider audience.
- **Feedback** – Provide feedback on our content, to help us improve.



www.craighalbert.org.uk

The Scottish Centre for Children with Motor Impairments
Craighalbert Centre, 1 Craighalbert Way, Cumbernauld, G68 0LS
T: 01236 456 100 E: admin@craighalbert.org.uk

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