

LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL 
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STANDARDS AND QUALITY REPORT

2022 - 2023



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OUR VISION IS TO...

In Lockhart our vision is to unlock the potential of our children and young people by providing the highest quality support

OUR VALUES ARE...



Respect



Ambition



Nurture



Courage



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Lockhart Campus is an exceptional learning environment for learners

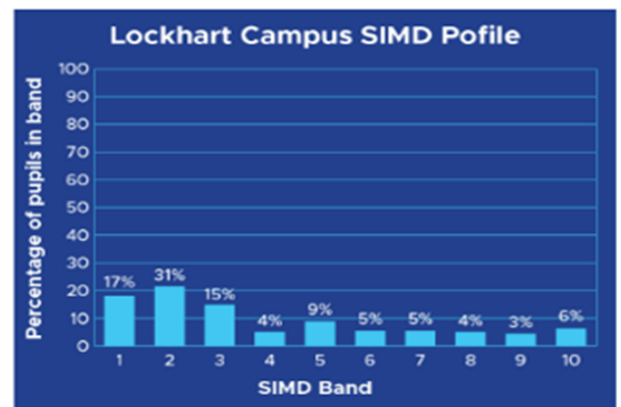
Our Campus opened in July 2021 and includes a school and respite and residential facilities. Pupils from all over North Ayrshire travel to Lockhart. North Ayrshire Health and Social Care Partnership share our building, allowing us to work in close partnership and benefit from a joint planning approach.

Lockhart Campus is an innovative, exciting and inclusive building which enables young people to build on their strengths and skills in a fun and meaningful way. Our pupils benefit from Hydrotherapy Pool, Softplay, Sensory Integration, STEM, Life Skills areas and immersive rooms.

The school roll is currently a total of 199 pupils. 110 of which are S1- S6 pupils and 89 primary pupils. This is staffed by a Head Teacher, four Depute Head Teachers and five Principal Teachers.

Within Lockhart 63% of our pupils live in the 30% most deprived data zones. The deciles are based on Scottish Government's Scottish Index of Multiple Deprivation where decile 10 is the least deprived. The illustration above describes our context.

We are very well staffed and have 37 Teachers, 23 Additional Support Needs Practitioners and 78 Classroom Assistants. All of our pupils are eligible to have a free school meal.



Parental Views - Session 2022/23

My child is happy all or most of the time	67
My child is well supported	68
Lockhart is a good learning environment	66
My child is making good progress	64
Total Respondents	71

Staffing - 2022/23

Post	FTE	Comment
Principal Teachers	5	<ul style="list-style-type: none"> 147 enjoy working here all or most of the time 142 feel well supported by SLT all or most of the time 137 had appropriate training
Teachers	37	
ASNP	23	
Classroom Assistants	78	
Staff Total		148

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OUR SUCCESSES OF THE YEAR

Glossary

AAC: Augmentative and Alternative Communication

TAC Meeting: Team Around the child meeting

NAC: North Ayrshire Council

HSCP: Health and Social Care Partnership

SALT: Speech and Language Therapist

DYW: Developing Young Workforce

SDS: Skills Development Scotland

CFE: Curriculum for Excellence

ICT: Information and Communication Technology

CLPL: Career-long Professional Learning

PODD: Pragmatic Organisation Dynamic Display is normally a book or device that contains symbols and words to support communication .

SCERTS: Social Communication, Emotional Regulation, and Transactional Support.

SP: Senior Phase

ELKLAN: a range of accredited training courses for those working with children who have Speech, Language and Communication Needs.

LIPS: Learner Individual Plans

DOFE: Duke of Edinburgh

ASDAN: Award Scheme Development and Accreditation Network

UNCKC: UN Convention on the Rights of the Child

RSHP: Relationships, Sexual Health and Parenthood

BGE: Broad General Education

UCAN: Creating Connections Helping young disabled people and those with additional support needs into work

PECS: Picture Exchange Communication System . To communicate, people use cards with pictures, symbols, words or photographs to ask for things, comment on things or answer questions.

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OUR SUCCESSES OF THE YEAR

School Priority 1

We will improve teacher judgements and outcomes for learners.

How successful have we been in improving?

Lockhart is a key member of the recently created Transitions Pathways Group with NAC HSCP. They work in a multi-agency manner to support the transition of Young Person as they progress to leave and transition from children's social work to adult social work and other services required .

All pupils in Lockhart have an Individual Learning Plan with specific targets, Individual Behaviour Support Plan, Individual Risk Assessment, a Communication profile within their LIP and an Annual Review.

Data has shown attainment in literacy has improved. Classroom observations and team-teaching inputs show quality active and engaging learning and teaching including use of ICT. Use of Bug Club online and physical resources has improved. 36% of staff use Bug Club on a daily basis, 19% use it weekly and 19% monthly. Increased use is a priority for next session .

Pupils have achieved wider accreditation through DOFE (Bronze), John Muir Award (Discovery) and ASDAN. Pupils throughout the school have experienced a range of learning opportunities within and out with the school, from external and partner agencies.

We use the Foundation milestones, SCERTS and ELKLAN framework to determine communication levels for our pupils

Progress and next steps information in LIPs was utilised to inform conversations with parents and students were supported to improve in areas of development

Staff have been upskilled on Continuum of engagement, levels of support to identify stage of pupil.

Staff have undertaken CLPL sessions in the use of Bug Club reading programme, guided reading, synthetic phonics and Phonics Bug online resource to improve quality of learning experiences in literacy.

All pupils in Lockhart have an annual review. This provides families with evidence of achievement and robust attainment linked to milestones and CFE.

Almost all Pupils have opportunities throughout the year to take part in a wide range of experiences provided by partner and external agencies. We value Wider Achievement as part of our curriculum.

Data gathered regarding the Wider Achievement experiences pupils have accessed across the year. 34 different experiences were offered across the school, with each pupil experiencing an average of 3.4 activities .

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OUR SUCCESSES OF THE YEAR

School Priority 1

We will improve teacher judgements and outcomes for learners.

How successful have we been in improving?

We developed a Commitment Charter with all staff. This outlines our vision of high expectations and consistent approach to provide our pupils with highest quality of experiences and support.

All staff contributed to our school improvement plan and are part of a work stream to drive change and improvement.

We have a well planned training calendar for all staff and a robust induction programme for all new staff.

We have worked with universal services to make sure all adults who work with our pupils know how best to support them.

We held three prize-giving ceremonies where the achievement of every pupil was celebrated.

We introduced preliminary profiling and base—lining of all pupils to ensure we know how best to support them.

Post Placement reviews ensure all pupils needs are being met and they are correctly placed.

We work with Skills Development Scotland to provide information sessions for pupils and parents. All families participated in an interview and engaged in supports and options.

All senior pupils had an options interview to ensure prior attainment influenced the correct pathway for them.

2021 Pupil Attainment From Prev School (Unit Passes)			2022 Pupil Attainment From Lockhart (Unit Passes)			2023 Pupil Attainment From Lockhart (Unit Passes)		
Level 1	62	Total 514 Records	Level 1	349	Total 969 Records	Level 1	272	Total 612 Records
Level 2	342		Level 2	289		Level 2	238	
Level 3	68		Level 3	196		Level 3	54	
Level 4	39		Level 4	134		Level 4	48	
Level 5	3		Level 5	0		Level 5	0	
12	0		12	1		12	0	

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OUR SUCCESSES OF THE YEAR

School Priority 2

We will focus on improving the health and wellbeing of all children and young people in our campus.

How successful have we been in improving?

Most pupils have opportunities across the school year to take part in outdoor learning experiences. The majority of pupils are working alongside dedicated Outdoor Learning staff within the school garden or allotment .

Our learners have targets set which involve different environments to encourage transference of skills.

In May, 21 pupils participated in a residential trip to Arran and 8 pupils had an overnight experience at Inverclyde Sports Centre.

The majority of pupils participated in whole school events including our "Sunshine on Leith" show, Nativity, Health Week, Christmas Fayre and Sports Day.

Our Shinty Team were close runners up with the A Team finishing in second place and our B Team finishing In third during the Disability Shinty Competition in Aviemore.

Active schools team developed a huge programme of activities for Lockhart pupils. Specialists including Waterbaby, SFA, Music and dance provide quality experiences for most pupils and upskilling a few staff.



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OUR SUCCESSES OF THE YEAR

School Priority 2

We will focus on improving the health and wellbeing of all children and young people in our campus.

How successful have we been in improving?

Monthly consultations are held with our Educational Psychologists to discuss individual pupils and provide targeted support.

We hold a monthly Social Work surgery to discuss individual families with a team of professionals.

We work directly with Allied Health Partners (Physiotherapists, Occupational Therapists, Paediatric Nurses, HSCP, Visual/Hearing Impairment Teams) to ensure our pupils get the appropriate support.

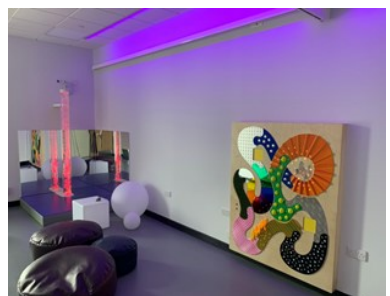
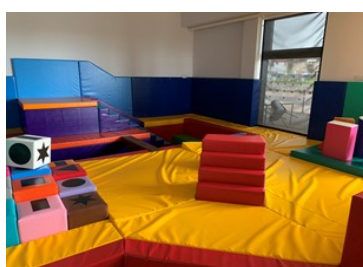
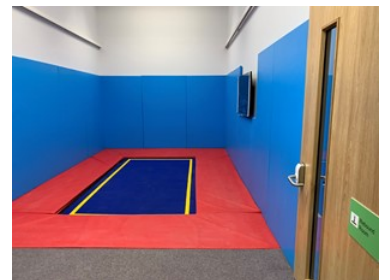
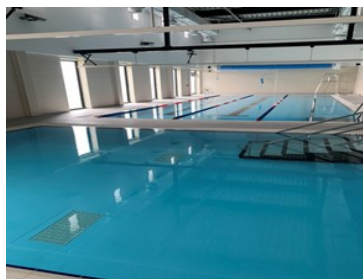
Principles of nurture are becoming embedded in majority of classes.

Annual Review reporting processes were re-designed to be more pupil-centred. All pupils received an invitation to attend their review, to share successes with parents and carers.

Our Inclusion worker is utilised for targeted support addressing individual needs and delivery of socio emotional support and educational support through LIAM programme and targeted resources.

The majority of pupils have a shared understanding and experience of the UNCRC articles through a weekly assembly for primary and secondary complex classes.

All pupils have access to swimming, soft play, and rebound therapy.



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OUR SUCCESSES OF THE YEAR

School Priority 3

We will raise attainment and increase the number of pupils accessing positive destinations.

How successful have we been in improving?

Ayrshire College provides lecturer support for two Developing Young Workforce streams. (Barista and ICT) Pupils had access to a wider curricular offer that promotes skills for life, learning and work. Uptake was positive for Barista and pupils have also taken part in a number of enterprise and stakeholder events.

All S3-S5 pupils were consulted on subject choices for Senior Phase option delivery through the use of Talking Mats. Views are

We have developed a link to the Ayrshire College to provide a transition course for some pupils in their S6. This provides opportunities for pupils to attend college once per week as part of their school curriculum and provides an excellent bridge for pupils who intend to apply to college post school. The Ayrshire College “Transitions” team manager attends Team around the Child meetings where appropriate and provide a single point of contact for pupils who are moving on to Ayrshire College.

Trindlemoss, Todhill and UCAN provide an enhanced transition to pupils by attending TAC meetings, visiting the school to work with pupils in Lockhart and develop relationships, understand need and then provide opportunities for pupils to visit their facilities in a planned manner before full transitions.

Lockhart Campus and partners provides a session designed to provide a range of information to pupils and parents and carers of leavers. Enable and NAC Supported Employment outline the options and supports for pupils as they transition post school. Ayrshire College gives an overview of the

A Skills Development Scotland officer attends TAC meetings and works with each S6 leaving pupil and parent and carers to identify and support pupils on an individual basis taking aspirations and ASN supports into account.



Celebration of
Learning
April 2023



Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Numeracy

1 4 9
5 2 8

Number, money and measure.

Shape, position and movement.



Information handling.

Health and Wellbeing

Mental, emotional, physical wellbeing

Planning for choices and change

Physical Education, physical activity and sport

Food and Health

Substance Misuse

Relationships, sexual health and parenthood

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OUR SUCCESSES OF THE YEAR

School Priority 3

We will raise attainment and increase the number of pupils accessing positive destinations.

How successful have we been in improving?

We work with partners to provide high quality supports e.g. HSCP, SALT, Mecoco, SDS, North Ayrshire Equalities Team, Active Schools.

This year we worked to support and expand our DYW initiative to offer opportunities for our young people to develop skills that are relevant to the local labour market, further education, post school transition services and beyond.

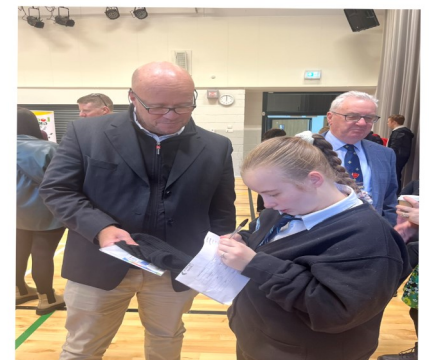
We developed strong partnerships with third sector organisations including, Enable, Impact, Meccoco, Three Towns Growers, Impact Arts, Ayrshire College, DYW Ayrshire, Sunnyside Nursery and Tower lands Centre.

We take individual pupil cases to The Transition Pathway Group to ensure supports can be in place timeously.

Opportunities within the school, in conjunction with partners in the local community and nationally, are in place to provide experiences, skills, qualities and routes to allow our pupils to make a successful post school transition. All of our pupils moved into a positive destination this session.

We liaised closely with the Chamber of Commerce to begin the process to provide senior phase pupils with a work placement as well as meaningful information about jobs and careers.

A highlight of our year was our very successful Reverse Job Fair. Here potential businesses and employees came to Lockhart to meet our pupils and observe them showcasing their skills.



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School Priority 4

We will ensure a communication for all approach is usable consistently across Lockhart.

How successful have we been in improving?

A weekly Communication Hub and regular, targeted Communication training is upskilling parents and partners in Roslin House, HSCP and Transport.

All classes in Complex Pathway (100%) have visual timetables and visual learning supports. Most classes across the school (83.3%) use visual learning supports. Data on communication approaches show 34.5% of our pupils are non-verbal. 24.5% of all pupils effectively use AAC as a communication strategy.

Communication Assessments are in place to ensure all pupils have the correct communication support plan.

Students were consulted using appropriate communication strategies regarding curriculum review. This enabled all pupils to have a voice.

Communication sub-groups created online resource database, scheduled peer communication observations, made and distributed visuals to support learning, PODD and PECS books.

In-house communication training is developing a Total Communication Approach across the campus, ensuring learners can contribute to and access learning. A clear Communication policy document outlines expectations for staff and an audit tool is available to support best practice. An online database of communication resources including online training, symbolic dictionary and practical resources support best practice.



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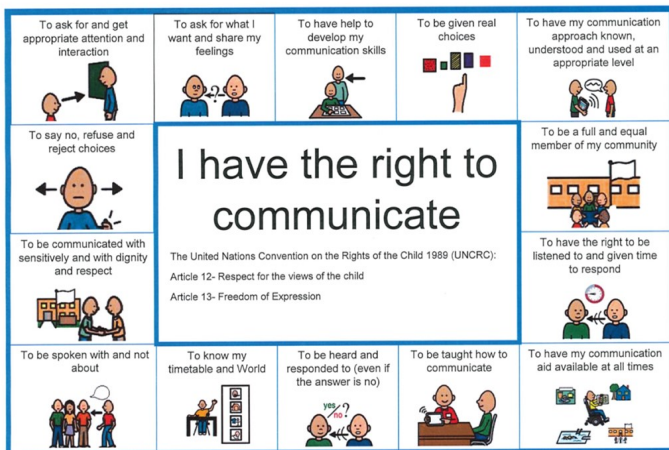


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Communication— Progression 2022 –2023

- ◆ Our Communication Hub runs weekly, every Tuesday from 10.00am-12.00pm.
- ◆ Our Communication Hub works closely with parents/carers to help identify communication barriers and provides strategies, training and support to help overcome them.
- ◆ We created a Communication policy and pupil-accessible Communication Charter.



SOME COMMENTS FROM PARENTS AND CARERS...

“Meeting other parents, carers and grandparents has helped me feel that I am not alone. I feel now that I have somewhere I belong.”

“The hub has provided regular inspiration for changes to my own routines to allow me to better support and nurture my child at home.”

“I will introduce more signing in our daily routine. Excellent!”

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OUR SUCCESSES OF THE YEAR

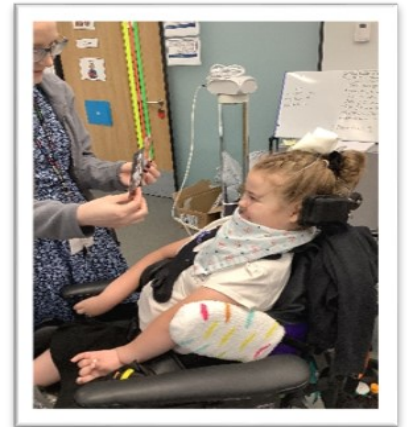
Pupil Voice—Progression

We established a fully inclusive Pupil Council. This comprises of nominees from every class, ensuring all pupil demographics are represented. Agendas, minutes and tasks are presented in fully accessible formats including the use of visuals, Objects of Reference and signifiers to ensure all attendees can contribute meaningfully.

This year, the Pupil Council has focused on establishing our school values. Pupils used verbal discussion, BSL and Makaton signing and visual supports to choose their preferred values.

A Pupil Council Policy, Procedure and Practice document was created to ensure staff are aware of the aims of the Pupil Council.

We are committed to ensuring all our pupils have their voice heard. Next session we all continue to upskill staff on Talking Mats, Makaton, AAC and Switches to equip them to communicate with all pupils

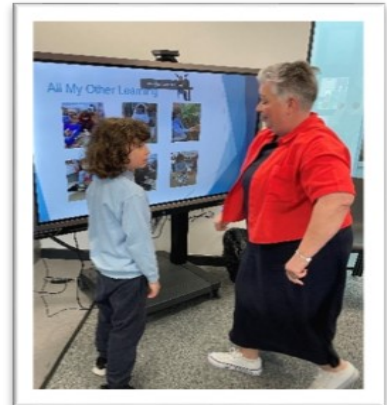
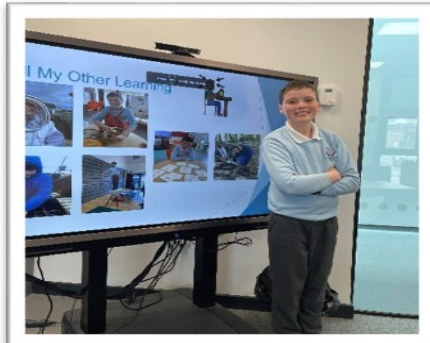
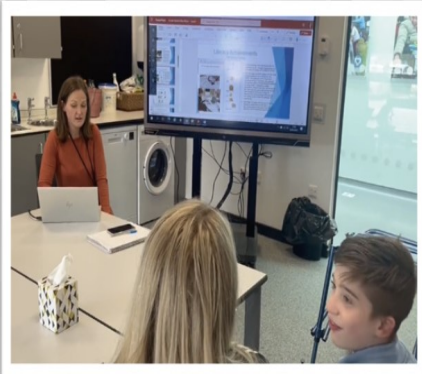


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RAISING ATTAINMENT

What will be our focus for next session?

We will work with P1 families to gather detailed baseline information to ensure relevant targets are set on the areas of social communication and emotional regulation.

We will ensure the use of communication tools to enable children and young people to have their opinions sought, heard and valued.

We will support senior pupil's transitions to a post school placement as a sustained destination.

We will further develop our young workforce by continuing to offer vocational training pathways in barista, beauty, cyber security and cycle maintenance.



We will produce information for staff and families on our vision of what the highest quality of learning and teaching looks like.

We will develop our work placement programme in order to allow as many pupils as possible to receive at least one work placement either practically or virtually.



We will use our Pupil Equity Fund to employ a teacher to focus on improving literacy and numeracy with groups of pupils.

We will develop partnerships between employers and staff through the Chamber of Commerce in order to further embed the career education standard in our curriculum.



We will enhance our link with Active Schools and our pupils will participate in the Young Ambassadors project.

We will develop Health and Well-being by developing a nurturing environment.

We will develop environments to be more engaging and play based.