



From mountain to sea

Guidance for Learning Pathways Plus

September 2017



Contents

Introduction	4
Context	4
What is a Learning Pathway?	4
How are Learning Pathways developed and delivered?	5
What is a Learning Pathway Plus (+)?	5
Learning Pathway Plus: process	6
Roles and Responsibilities	7
Monitoring and Reviewing	8
Children / young people absent from school due to ill health	8
Children / young people educated at home or at independent schools.	8
Appendix 1: Staged Intervention	9
Appendix 2: Checklist to inform approaches: Evidence required to inform need for Learning Pathway Plus	12
Individual Education Plan target sheets	13
Appendix 3: Stage 3 Flexible Learning Pathway proposal	15
Appendix 4: Guidance on commissioning services	20
SELECTION QUESTIONNAIRE FOR APPROVED SERVICE PROVIDERS	21
Section A – Organisation Information	23
Section B – Criteria for Rejection of Economic Operators	24
Section C – Financial Standing and Professional Ability	26
Section D – Health & Safety	28
Section E – Provision and Costs	28
Appendix 5: Examples of Curriculum Flexibility	30
Example 1: P1 boy with social and communication difficulties	30
Example 2: S4 girl unable to sustain learning in a school environment	32
Appendix 6: Examples of Learning Pathways Plus	34
Example 1: P7 boy (LAC) with attachment disorder, dyslexia and ADHD	34
Example: S2 girl with severe anxiety	36
Appendix 7: A Framework for Learning Pathway Plus services	39

This guidance was written by Education and Children's Services Additional Support Needs Team

Version	Status	Date	Reason
1.0	Guidance	October 2014	Original version for flexible learning pathways
2.0	Guidance	April 2015	Update to information including staged intervention and selection questionnaire
3.0	Draft guidance	August 2016	Update to information including new terminology and providers list
3.1	Guidance	May 2017	Update to new authority format and inclusion of more providers
3.2	Draft guidance	September 2017	Enable hyperlinks

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Introduction

It is the policy of Education & Children's Services and partner agencies, to support children and young people to remain with their families and to be educated within their own community. This document describes how schools and establishments can access further resources through the Learning Pathways Plus (+) to ensure that the Authority is meeting legislative requirements and providing children with additional support needs with high quality targeted support.

Context

The principles of *Curriculum for Excellence* and *Getting it Right for Every Child* (GIRFEC) underpin the use of effective, flexible programmes of study to improve motivation and lead to raised attainment and wider achievement, whilst also equipping children and young persons with the skills and attitudes to prosper in a changing society. The commitment to do this is now enshrined in law through *The Children and Young People (Scotland) Act 2014*. The Scottish Government has a strong commitment to inclusion and the promotion of equality for all. *The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009* provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning, and *The Code of Practice 2010* explains the duties on education authorities and other agencies to support children and young people's learning. *The Equality Act 2010* provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

What is a Learning Pathway?

Current national advice states that all children are entitled to a learning pathway through the curriculum. Flexible learning pathways should be designed to raise attainment through meeting the needs and aspirations of all our learners. Ref HGIOS 4 Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. This would be a characteristic of effective universal support.

Early identification of learners' needs will ensure that appropriate, proportionate and timely support, including specialist input where necessary, can be put in place. The aim is to ensure that

- well-planned interventions contribute to positive outcomes for children with additional support needs
- all staff and partners are focused on minimising barriers to learning, and
- all staff are responsive to the circumstances of children at risk from disengaging and exclusion from learning.

Use of robust planning documents in a legal setting is necessary if there is a placing request to authority, and these documents are the responsibility of the school.

What is an achievement pathway?

An achievement pathway describes an individual's successes, awards and qualifications as they progress in their learning. To increase achievement and raise attainment for all, schools and their partners are developing new curriculum approaches that provide flexible achievement pathways.

How are Learning Pathways developed and delivered?

Staged Intervention:

Through single agency (Education):

Level 0 Universal Support – class level with advice/consultation within school/SfL.

Level 1 Targeted Support – school level with planned SfL teacher and/or PSA intervention with advice if required from Enhanced Provision/Education and Children's Services (E&CS) specialist services.

Level 2 Targeted Plus (+) Support – school plus cluster level Enhanced Provision/Education and Children's Services (E&CS) specialist services intervention.

Through multi-agency:

Level 3 Intensive Targeted Support – school with Community Resource Hub (CRH) intervention/multi-agency action as required.

[Appendix 1](#) details a full overview of the Staged Intervention Model.

What is a Learning Pathway Plus (+)?

A Learning Pathway Plus is a funding arrangement for the commissioning of additional Third Sector/independent services to meet the needs of children and young people usually identified through multi-agency assessment and action planning (MAAP) process.

A Learning Pathway Plus funding arrangement is appropriate for children and young people at high risk of disengagement and exclusion from learning.

When a decision has been made that a commissioned process may be required to achieve an educational objective through the multi-agency (MAAP) process then the proposal should be made and then submitted for approval to the Quality Improvement Manager (ASN).

Service providers may only be commissioned following approval by Education & Children's Services upon satisfactory completion of legal checks ([Appendix 4](#)).

For a young person who is disengaged with learning it may be necessary to create an umbrella of experiences pulled together in a coherent way to provide a progression and sense of achievement through working towards an educational outcome.

Learning Pathways and Learning Pathways Plus may include an element of volunteering if appropriate. Risk assessments and PVG checks must be carried out for any persons / premises accessed by children / young people in the course of their voluntary work. This is the responsibility of the school.

Learning Pathway Plus: process

A Learning Pathway Plus (funding) would be appropriate once all other appropriate multi-agency support/ interventions have been implemented, and it has been identified that further specific support is required through the commissioning of a service from a Third Sector or independent provider. Children and young people requiring a Learning Pathway Plus will in most circumstances have a multi-agency assessment and planning process and be at Stage 3 of the Staged Intervention framework. There will be some circumstances when a more timely and responsive solution is required within the principles of the MAAP process (robust single agency process).

There needs to be a form of recorded assessment of the child's needs which shows that they are such that an additional resource is required to address them. This may be submitted as part of the evidence supporting a learning pathway plus proposal and included in a MAAP minute.

In order to apply for Learning Pathway Plus funding, the following steps to gather evidence should be undertaken:

1. In **most circumstances a MAAP** needs to document a discussion and review of all previous Stage 0-3 interventions, and a multi-agency consensus on what commissioned services may need to be explored. The starting point for discussions is that of the *educational objective* to be achieved (as identified by the recorded assessment and subsequent discussion) before referring to the LPP commissioning database to find appropriate services in your area. There will be a few circumstances where this discussion is undertaken through a single agency process. [Appendix 7: Identification of Services](#)
2. A detailed and fully costed LPP proposal identifying the support/service that is to be commissioned. This includes completion of the **proforma with embedded target sheet** and supporting documentation: [Appendix 3](#)
3. A **quote** (electronic) for the commissioned service, must be supplied with the Learning Pathway Plus proposal in order that a Purchase Order can be raised.
4. **Evidence of agreement** from QIO for the Learning Pathway Plus proposal must be submitted (electronic).

Evidence of steps 1-5 must be submitted as part of the proposal to the Quality Improvement Manager (ASN) for review and approval.

Any staffing requirements for Learning Pathway Plus needs to be identified from the school or cluster through LMG prioritisation, taking account of the staged intervention model. Transport costs associated with the LPP+ to be agreed by the QIO for the school.

Roles and Responsibilities

The Head Teacher/ DHT is responsible for developing and delivering the curriculum and for learning pathways for individual children and young people, including those at risk of disengagement and exclusion. The Head Teacher / DHT pupil support is responsible for submitting a proposal for a learning pathway plus for consideration and approval.

In multi-agency (MAAP) processes, the 'team around the child' have a collective role and responsibility in supporting the Learning Pathway Plus.

The Lead Professional has a responsibility to ensure all professionals/agencies are sharing information and contributing to the progress of the child/young person's action plan, including a Learning Pathway Plus. The Lead Professional is not solely responsible for the development and submission of the LPP funding proposal.

Monitoring and Reviewing

Progress towards the learning objectives of the Learning Pathway Plus as specified in the IEP should be regularly monitored and reviewed through MAAP / Single Agency Planning Meetings with minutes forwarded to QIO and QIM ASN. Monitoring and review should be carried out at a minimum of 3 monthly intervals.

On an annual basis, all Learning Pathway Plus documentation will be required to be re-submitted for agreement and continuation. When documentation is re-submitted, the MAAP will need to demonstrate that it has fully reviewed the Plan, and detail why the child/young person requires continuation of the resource. Evidence which demonstrates progress achieved by accessing the resources must accompany the proposal. Lack of such evidence may lead to the funding being stopped.

Children / young people absent from school due to ill health

Children / young people absent from school due to ill health are entitled to appropriate provision to meet their educational needs for the duration of their absence from school. Appropriate support for long term absences may be provided by:

- Direct liaison between the class / subject / guidance teachers of the school and the parents / carers / child / young person
- Use of electronic links such as GLOW
- The hospital tuition service in liaison with the school
- The home tutor service in liaison with the school

In some circumstances, the commissioning of services within a Learning Pathway Plus may be appropriate.

Guidance on education of children absent from school due to ill-health is available from the Scottish Government at: <http://www.gov.scot/Resource/0047/00479700.pdf>

Aberdeenshire council guidance on education of children absent from school due to ill-health is available from: <https://www.aberdeenshire.gov.uk/schools/additional-support-needs/additional-support-needs/>

Children / young people educated at home or at independent schools.

These guidelines do not apply to children and young people educated at home or at independent schools, as their education is the responsibility of their parents / carers / independent school. However, occasionally a child / young person transitioning from home education to a school may benefit from a Learning Pathway Plus as part of this process.

Aberdeenshire's Home education guidance is available on ArcadiaLite:

<http://arcadia.ad.aberdeenshire.gov.uk/Intranet/E&REducaCMS.nsf/0/6F24DB9AB47E9ABB8025758200522536>

Appendix 1: Staged Intervention

Provision	Support Level
Universal Support Level 0 <i>Class level with advice/consultation within school/Support for Learning (SfL)</i>	0
High quality learning and teaching approaches and environment	
Cooperative learning and active literacy	
Multisensory approaches to teaching and learning	
Dyslexia friendly environment (use of Read Write Gold)	
English as an Additional Language (EAL) advice and consultation	
Autism friendly environment	
Whole school approach to positive behaviour (including restorative practice)	
Differentiated curricula	
Personal learning planning using Getting It Right For Every Child (GIRFEC) wellbeing indicators	
Nurturing environment and positive relationships	
Robust assessment arrangements linked to tracking, monitoring and reporting;	
SfL advice and consultation	
Online Support Manual	
<ul style="list-style-type: none"> All resources provided within the school 	
Targeted Support Level 1 <i>School level with planned SfL teacher and/or PSA intervention with advice if required from Enhanced Provision/Education & Children's Services (E&CS) specialist services</i>	1
<ul style="list-style-type: none"> <i>In addition to support available at level 0</i> 	
Children and young people may access targeted group planning	
Intervention by SfL teacher	
Targeted support from Pupil Support Assistant (PSA)	
Shared support (general access to PSA) within some classes	
Informal consultation from Educational Psychology Service	
Advice and consultation from Sensory Support Services	
English as an Additional Language (EAL) advice and consultation/targeted support	
Aberdeenshire Special Technology Service (ASPECTS)	
Partnership working and collaborative interventions	
Supervised extra time/separate accommodation for assessment	
Individual registration arrangements	
Adaptations to materials	
Use of visual supports (e.g. timetables, Communicate in Print or other Widget based solutions)	
Alternative strategies to de-escalate emotion or behaviour	
Flexible approaches and timetabling arrangements	
<ul style="list-style-type: none"> All resources provided within the school 	

Targeted Plus Support Level 2 School plus cluster level Enhanced Provision/Education & Children's Services (E&CS) specialist services intervention	2
• In addition to level 1	
Children and young people may have an IEP	
Regular contact with named staff member for support	
Nurture group support	
Flexible approach and timetable	
Central support services outreach intervention	
Enhanced Provision Centre (EPC) outreach, MAP, Care Plan, MAAP if appropriate	
Early years hub support	
Language development intervention	
Targeted literacy intervention	
English as an Additional Language (EAL) – in <i>addition</i> to other additional support strategies	
Alternative assessment arrangements	
Additional transition visits	
De-escalation techniques used on a regular basis	
Access to quiet area	
Access to additional resources such as Riding for the Disabled Association (RDA), swimming and other physical pursuits, social outings and trips promoting personal and social skills	
Formal consultation with Educational Psychology may be appropriate	
Involvement from Intervention & Prevention teacher, ASPECTS, Pupil Support Worker (PSW) or Community Learning and Development (CLD) may apply	
Consultation with Social Work may be appropriate	
In exceptional circumstances some individual tuition may be authorised by QIO or ASN Manager	
• Some resources accessed from outwith the school	
Intensive Support Level 3 Intensive Targeted Support: school with Community Resource Hub (CRH) intervention/multi-agency action as required	3
• In addition to level 2	
Children and young people will have a robust pupil plan. These include IEP, MAP, Care Plan, CSP within MAAP where appropriate	
May have individual tuition, highly differentiated curriculum	
English as an Additional Language (EAL) – in addition to other significant complex support needs	
Therapeutic interventions	
Alternative and augmentative communication system	
Intimate care may be required	
Significant use of quiet area	
Physical intervention	
De-escalation followed by access to named staff	

Personalised and enhanced transition arrangements	
Formal consultation with Educational Psychology may be appropriate	
Involvement from Intervention & Prevention teacher, ASPECTS and Family Support Worker (FSW) may be appropriate	
Multi-agency support	
Intervention with CLD/Social Work is likely to be appropriate	
Possible access to Community Resource Hub outreach or in reach	
Access to commissioned services may also be authorised by the ASN Manager	
• More resources may be accessed from outwith the school	

Appendix 2: Checklist to inform approaches: Evidence required to inform need for Learning Pathway Plus

Please consider the following through MAAP / SAP processes before submitting a proposal (*check proposal form for which documents need to be included*)

Please copy/paste relevant GIRFEC outcomes and IEP targets below:

Well-being indicator	Outcome

Individual Education Plan target sheets

Pupil name		Date target started		Review date	
Long term target •					
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation	
Anticipated difficulties			Possible solutions		

Pupil name		Date target started	Review date	
Long term target •				
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation
Anticipated difficulties		Possible solutions		

Appendix 3: Stage 3 Flexible Learning Pathway proposal

The purpose of a flexible learning pathway at stage 3 of the staged intervention process is to meet learner's needs when there is a significant risk of exclusion or disengagement, and other interventions have been exhausted. This would normally be part of the Multi agency action planning (MAAP) process. There must be an evident and agreed means of designing, monitoring and recording a programme of learning activities for the school week.

The following factors must be demonstrated:

Breadth and content of programme	Matched to individual targets (IEP)
Coherence	Element of pathway contributing to target
Links	To core curriculum / educational outcomes
Mechanisms	Agree, approve, review arrangements
Risk assessments	Management of Health and Safety
LAC	Impact of pathway on care arrangements

1. Child and young person / support liaison details

Child / young person's name:

Date of Birth:

Address:

School:

2. Purpose of flexible learning pathway:			
GIRFEC Indicators	Action	Outcome	
Safe Healthy Achieving Nurtured Active Respected Responsible Included			
Individual Education Plan			
Long term targets	Short term targets	Success criteria	Time scale
3. Level of support / funding currently provided by other agencies through the staged intervention model:			
Agency	Support		

QIO must be in agreement regarding transport costs/implications

5. Supporting documents REQUIRED to be submitted electronically:

- Appendix 3 of this document complete

- MAAP or Single Agency planning meeting minute including agreement for proposed commissioned service / support

- Quote for commissioned service costs including provider transport costs (paper or email)

- QIO approval (paper or email)

6. Funding proposal

PROPOSAL (e.g. 4 days at X, 1 day at Y)

COSTS:

(including transport for provider)

DECISION (response from authority)

To: Anne Marie Davies QIM ASN

Email: FlexibleLearningPathways@aberdeenshire.gov.uk

7. Monitoring and evaluation of flexible learning pathway:

Review Schedule (6 weekly as appropriate)

Actions from last review

Comment:

Attendance, engagement and participation

Comment:

Programme content linked to objectives and outcomes

Comment:

Progress towards objectives and outcomes of flexible learning pathway

Comment:

Changes

Comment:

All Flexible Learning Pathway proposals together with supporting documentation, will require to be re-submitted annually by the second week of September for approval/continuation

Appendix 4: Guidance on commissioning services

All services / supports to be commissioned must have been checked and approved by Aberdeenshire Council Education and Children's Services.

The checks are required to ensure that the service / support is provided through a legal company, and that persons working with children have undergone PVG checks.

Once your FLP has been agreed:

If you wish to use a service / support that has not yet been checked and approved, please forward the following form for completion by your provider.

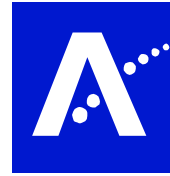
Please note, the providers listed in Appendix 7 have already been sent the selection questionnaire, so this step does not require to be repeated.

Once completed YOU must return the pre-contractual questionnaire to:

Neil Stephenson

Email: Neil.Stephenson@aberdeenshire.gov.uk

NB! Services / supports may not be used until checked and approved by Aberdeenshire Council Education and Children's Services.



LEARNING PATHWAYS PLUS

SELECTION QUESTIONNAIRE FOR APPROVED SERVICE PROVIDERS

Please complete and return to:

Anne Marie Davies (Quality Improvement Manager,
Additional Support Needs)

annemarie.davies@aberdeenshire.gov.uk

Woodhill House
Westburn Road
Aberdeen
AB16 5GB

The purpose of a learning pathway plus at stage 3 of the staged intervention process is to meet learner's needs when there is a significant risk of exclusion or disengagement, and other interventions have been exhausted.

A learning pathway plus is considered to be an individual, flexible and holistic learner-centred programme of support delivered through a variety of practical skills and experiences in different environments. This educational programme is created to address core personal and social competencies, promote self-esteem and confidence and address specific individual educational targets, and can be implemented at any age and stage of the learner's education.

Third Sector or private service providers offering learner-centred programmes are required to complete the Selection Questionnaire for Approved Service Providers prior to services being commissioned to ensure that the service / support meets the requirements of Aberdeenshire's Education and Children's Services.

Services can only be commissioned following approval by Aberdeenshire's Education and Children's Services.

Section A – Organisation Information

A1	Full legal name of organisation submitting questionnaire	
A2	Contact name of person submitting the questionnaire on behalf of the organisation	
A3	Contact position (eg Director, sole proprietor etc)	
A4	Postal address for all correspondence	
A5	Email address for all correspondence	
A6	Telephone number	
A8	State whether your organisation trades as a sole trader, partnership, private limited company or other (please specify)	
A9	Company registration number	
A10	Registered office address (if applicable and different from the address given at A2)	
A11	Please provide details of the names and responsibilities of each of the Directors or Partners of your organisation	
A12	If your organisation is a member of a group of companies, give the names and addresses of the ultimate holding company and any other subsidiaries involved in services associated with those offered by you to the Council	
A13	Please give a brief synopsis of your organisation's trading history (including details of its foundation and number of employees)	

A14	Is your organisation a member of any representative body? If yes, please provide details	
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Section B – Criteria for Rejection of Economic Operators

Questions B1 to B7 relate to offences introduced by the Bribery Act 2010 and the Criminal Justice and Licensing (Scotland) Act 2010 and positive answer to any question will result in mandatory exclusion from the panel of approved suppliers.

Questions B8 to B14 are grounds for discretionary exclusion. A positive answer in relation to any of these questions may result in exclusion from the panel of approved suppliers.

Have any of the directors, partners or any other person who has powers of representation, decision or control of the organisation ever been convicted of any of the following offences? If you answer yes to any of these questions please give details. Please note that by virtue of the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Amendment Order 2007, information in relation to spent convictions is also required to be disclosed.		
B1	The common law offence of conspiracy where that conspiracy relates to participation in a criminal organisation as defined in Article 2 of Council Framework Decision 2008/841/JHA or an offence under sections 28 or 30 of the Criminal Justice and Licensing (Scotland) Act 2010	
B2	Corruption within the meaning of section 1(2) of the Public Bodies Corrupt Practices Act 1889 or section 1 of the Prevention of Corruption Act 1906, where the offence relates to active corruption as defined in Article 3 of the Council Act of 26 th May 1997 and Article 3(1) of the Council Joint Action 98/742/JHA	
B3	Bribery or corruption within the meaning of sections 68 and 69 of the Criminal Justice (Scotland) Act 2003 where the offence relates to active corruption, or bribery within the meaning of sections 1 or 6 of the Bribery Act 2010	
B4	The common law offence of incitement to commit a crime	
B5	Fraud, where the offence relates to fraud affecting the financial interests of the European Communities as defined by Article 1 of the Convention relating	

	<p>to the protection of the financial interests of the European Communities, within the meaning of:</p> <ul style="list-style-type: none"> • the offence of cheating the Revenue • the common law offence of fraud • the common law offence of theft or fraud • fraudulent trading within the meaning of section 458 of the Companies Act 1985 or section 993 of the Companies Act 2006 • fraudulent evasion within the meaning of section 170 of the Customs and Excise Management Act 1979 or section 72 of the Value Added Tax Act 1994 • an offence in connection with taxation in the European Union within the meaning of section 71 of the Criminal Justice Act 1993 • the common law offence of uttering • the common law offence of attempting to pervert the cause of justice 	
B6	Money laundering within the meaning of section 340(11) of the Proceeds of Crime Act 2002 or the Money Laundering Regulations 2007, or an offence in connection with proceeds of drug trafficking within the meaning of sections 49, 50 or 51 of the Drug Trafficking Act 1994	
B7	Any other offence within the meaning of Article 45(1) of the Public Sector Directive as defined by the national law of any relevant state	
Please answer yes or no to the following questions: if you answer yes to any question, please enclose details separately.		
B8	Are you, or is any Director or Partner, an individual in respect of whom a debt relief order has been made or is bankrupt or has had a receiving order or administration order or bankruptcy, restriction order or a debt relief restriction order made against them or has made any composition or arrangement with or for the benefit of creditors or had made any conveyance or assignment for the benefit of creditors or appears unable to pay, or to have no reasonable prospect of being unable to pay, a debt within the meaning of section 268 of the Insolvency Act 1986 (d), or article 242 of the Insolvency (Northern Ireland) Order 1989(d), or in Scotland has granted a trust deed for creditors or become otherwise apparently insolvent, or is the subject of a petition presented for sequestration of their estate, or is the subject of any similar procedure under law of any other state?	
B9	Is the organisation a partnership constituted under Scots law that has been granted a trust deed or become otherwise apparently insolvent, or the subject of a petition presented for sequestration of its estate?	
B10	Is the organisation a company or other entity within the meaning of section 255 of the Enterprise Act 2002(f) which has passed a resolution or is the subject of an order by the court for the company's winding up otherwise than for the purpose of bona fide reconstruction or amalgamation, or has had a receiver, manager or administrator on behalf of a creditor appointed in respect of the company's business or any part thereof or is the subject of the	

	above procedures or is the subject of similar proceedings under the law of any other state?	
B11	Has the organisation been convicted of a criminal offence concerning its business or professional conduct by a judgement which has the force of res judicata (a matter already settled in court)?	
B12	Has the organisation committed an act of grave misconduct in the course of its business or profession?	
B13	Has the organisation failed to fulfil obligations relating to the payment of social security contributions in accordance with the legal provision of the United Kingdom or the country in which it is established?	
B14	Has the organisation failed to fulfil obligations relating to the payment of taxes in accordance with the legal provisions of the United Kingdom or the country in which it is established?	

Section C – Financial Standing and Professional Ability

C1	Who is the person to whom any financial queries should be addressed (if different from the person named at A2)?	Name: Telephone: Email:
C2	Please provide contact details for 2 referees for services delivered within the last two years that are similar to the services you will be delivering to Aberdeenshire Council	1) Referee Organisation: Contact Name: Title: Email address: Postal address: 2) Referee Organisation: Contact Name: Title: Email address: Postal address:

C3	<p>If appropriate, please provide information about your registration with the Care Inspectorate</p> <p>Has the Care Inspectorate, its predecessors or equivalents ever issued an improvement notice and/or cancelled registration of any services you or your organisation has provided?</p>	<p>Registration Number:</p> <p>Registration Categories:</p> <p>Registration Date:</p> <p>Yes, details enclosed separately</p> <p>Or</p> <p>No</p>
C4	<p>Does the organisation have policies and procedures that include the following?</p> <ul style="list-style-type: none"> • All members of staff must provide two references, one of which must be from the current or most recent employer • All members of staff having direct contact with service users must be subject to an appropriate level of Disclosure or provide appropriate PVG Scheme membership information if carrying out regulated work • That the organisation is responsible for ensuring that the above two points apply to any sub- contractors or agency staff 	<p>Yes, details enclosed separately</p> <p>Or</p> <p>No</p>
C5	<p>Is it your policy as an employer to comply with the obligation contained in the Equality Act 2010 and accordingly your practice not to treat individuals or groups of people less favourably than other individuals or groups because of their gender, colour, race, nationality, ethnic origin, marital status, age, sexual orientation or disability?</p> <p>Does the organisation have policies and procedures that include the following:</p> <ul style="list-style-type: none"> • Elimination of discrimination, harassment and victimisation • Advancement of equality of opportunity between those who have protected characteristics and those who don't • Fostering of good relations between those who have protected characteristics and those who don't 	<p>Yes, details enclosed separately</p> <p>Or</p> <p>No</p> <p>Yes, details enclosed separately</p> <p>Or</p> <p>No</p>
C6	<p>Please list the relevant qualifications and training held by those providing services.</p>	<p>Name:</p> <p>Qualifications / training</p>

		Name: Qualifications / Training Name: Qualifications / Training Name: Qualifications / Training
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Section D – Health & Safety

D1	Please submit a copy of your Health & Safety Policy?	
D2	If operating as a food business, are you registered with the Environmental Health Service?	Yes, details enclosed separately Or No

Section E – Provision and Costs

E1	Please describe the services than you can offer, e.g. assessment, practical experiences etc.	
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E2	<p>Please give details of the price for your services:</p> <p>Price per hour (or price and time per session)</p>	
	<p>Travel for working with child/young person:</p> <p>Mileage charge</p> <p>Time charge per hour for travelling</p>	

Appendix 5: Examples of Curriculum Flexibility

Example 1: P1 boy with social and communication difficulties

<p>Background</p> <p>Alan, a P1 pupil had made the transition from a private nursery where he had been displaying angry outbursts. It quickly became apparent that he was having difficulty in coping with the various transitions that he was expected to make on a daily basis. Attempts to move him from his agenda resulted in angry incidents involving aggression towards peers and adults. Furniture and equipment were knocked over and Alan ran out of the classroom. This created a great deal of tension in the classroom whilst the teacher struggled to maintain a calm and safe environment for the other children.</p>
<p>Solution Focused approaches</p> <p>A meeting was convened to consider the staged intervention process and its application to meet Alan's needs. A consistent approach to behaviour management was agreed and strategies planned for delivering greater curriculum flexibility to support Alan's needs</p>
<p>Strategies</p> <ul style="list-style-type: none"> • The school implemented a variety of support interventions from the Staged Intervention model including timetabled sessions with the Intervention & Prevention teacher including an agreed behaviour management strategies consistently adhered to by all • CALM training and focus on de-escalation techniques • Awareness raising for staff to support an awareness and understanding of the difficulties being experienced by the Alan • Use of a visual timetable and social stories to support emotional development and create predictability (reducing anxiety) • Creation of a work station and use of TEACCH approach establishing quiet, calm environment and supporting organisational skills • Targeted PSA support was provided from the school allocation, with some additional time from the cluster allocation. • Work with PSA in school wildlife garden • Access to horse riding lessons through the local RDA group • Access to the sensory room at the community resource hub • Continued engagement with appropriate class based and small group activities to ensure inclusion with peers and opportunities to transfer skills into the classroom environment • CAMHS referral for consideration of an underlying medical condition such as ASD
<p>Range of strategies to promote positive behaviour and improve learning</p> <p>Flexible curriculum to meet needs</p> <p>Individualised learning focus with structure (TEACCH) and use of visual supports.</p>

Targeted support from all towards developing emotional understanding and maturity, self-regulation and building positive relationships, self-esteem and confidence

Continued inclusion within the school environment with peers, providing opportunities for Alan to demonstrate his achievements

Class teacher revised planning to assess in other ways that did not require as much written work

Targeted support from PSA at times of transition, and attention paid to signs of anxiety

Opportunities to use sensory equipment to explore sensory needs

Positive interactions with horses and RDA volunteers to build relationships

Group work within the class / garden with targeted support from PSA to model appropriate behaviour and support learning

Partnership working

Head teacher, I&P teacher, class teacher, PSAs, educational psychologist, CAMHS, CRH outreach, parents and child

Successful Outcomes

- ✓ Alan was able to enter school more calmly due to knowledge about his day and what was expected of him, instances of running out of the classroom were much reduced
- ✓ Development of better self-control and willingness to cooperate with adults and peers due to predictable routines and expectations (visual timetable and consistency)
- ✓ Willingness to access workstation to do tasks calmly and quietly
- ✓ Completion of daily work tasks and reduction in challenging behaviours
- ✓ Mastery of a range of gardening skills and horse riding improved self-esteem and confidence
- ✓ Alan invited peers to join in with some of the gardening – further enhancement of the school wildlife garden, which helped his social skills and also assisted other children to focus on Alan's achievements
- ✓ Alan and staff discovered sensory triggers which heightened/lowered his anxiety levels and were able to avoid/use these to advantage
- ✓ He was included more often in play activities with other children
- ✓ Staff confidence improved so that they could address Alan's needs calmly and with understanding
- ✓ Alan was much happier and more settled in school

Example 2: S4 girl unable to sustain learning in a school environment

Background

Jo was officially in 4th year of her local academy but had not attended main stream schooling since the end of 1st year. Jo had Autism Spectrum Disorder which heightened her fear of social settings, embracing change and impacted on their general confidence. She was in essence a school refuser. A programme of support had been in place for a lengthy period for Jo at Lowit Unit of Royal Aberdeen Children's Hospital. A return to the school was not an option for her at that time.

Solution Focused approaches

A partnership approach to finding a solution was stimulated by her Academy and Psychological Services. The GIRFEC process was harnessed to bring relevant partners together to seek a solution. Jo and Jo's parent (mother) was involved from the start. A broad view was taken by partners to creating a suitable learning programme

Strategies

- An outreach learning programme was created using the Community Centre as a Learning base
- Responsibility for the design of the programme was shared between secondary education and community learning and development partners along with the young person and parent
- A flexible approach to timetabling was adopted ensuring Jo remained engaged
- The involvement of school tutors (x 2 over 3 mornings) created the possibility of National 4s becoming a reality and formal secondary stage learning experiences being incorporated
- The involvement of CLD staff (x 2 over 2 morning s and 1 afternoon) meant the Youth Achievement Award could be used as another accreditation route and that social and personal development became a priority. The involvement of the local college meant integration into the Skill zone programme became a reality creating a real option for further education in the future
- Harnessing Jo's interest in photography, a portfolio was built leading to an exhibition in the Community Centre. Written feedback from members of the public on the photography has formed an important part of the portfolio reflection on skills developed
- Jo was involved in the creation of an individual learning plan. Jo's strengths and interest areas provided a starting point for building the programme. The programme started over 3 mornings but progressed to 5 mornings and 1 afternoon after term 1. It continued for over a year.

An initial supported visit to the local college led to an expansion of the learning programme to incorporate ready for work elements

Range of strategies to promote positive behaviour and improve learning

Individualised learning focus.

Flexible learning programme

Individual support from professionals

Integration in a community setting

Regular reflection – for professionals and learner

Partnership working

DHT / PT SfL, CLD, individual tutor, Educational Psychology Service, young person and parent, local College tutors

Successful outcomes

- ✓ Jo achieved awards in both English and Maths at National 4 level and 3 elements of the Bronze level Youth Achievement Award
- ✓ She secured a full time place at her local college
- ✓ A volunteering placement at the local Red Cross shop one afternoon a week was sustained – even through the holiday period
- ✓ Life skills development was substantial
- ✓ Solid relationships with tutors and CLD workers was established and sustained
- ✓ Socialisation at coffee times was an important factor for Jo
- ✓ Relationships with peers outside school have slowly developed
- ✓ Regular attendance and engagement with learning
- ✓ Improved self-esteem and increased confidence and resilience

Appendix 6: Examples of Learning Pathways Plus

Example 1: P7 boy (LAC) with attachment disorder, dyslexia and ADHD

Background

Robert was a P7 boy who had been through 6 foster care placements since being removed from his birth mother at the age of 18 months. He had recently been diagnosed as having ADHD by a doctor at the Child and Adolescent Mental Health Service, and the SfL teacher now thought it likely that Robert had dyslexia. Robert was unable to engage with the mainstream curriculum and had frequent angry outbursts when chairs and tables were overturned and objects thrown at staff and peers. School based and cluster based resources had been used to create a flexible curriculum for Robert, including access to sensory equipment, quiet area, gardening club and horse riding; but his angry outbursts were increasing as he started P7

Solution Focused approaches

Meetings and discussions with Robert, his carers, social work, mainstream class teacher, I&P and SfL teacher focused on identification of needs and provision of a learning pathway plus to support his transition to the local academy.

Strategies

- I&P to continue working with Robert to assist him to explore his emotions and self-regulate
- Social worker to continue to work on a weekly basis with Robert on anger management and self-regulation
- SfL teacher to liaise with and support class teacher with regards to appropriate supports e.g. use of Text Help
- Class teacher to reduce requirement for recording information in written format and provide more opportunities for verbal / practical recording of learning
- School to allocate a laptop for Robert's use, and ensure by liaising with ASPECTS that appropriate programmes are installed and staff have received the requisite training
- CAMHS doctor to meet with Robert and his carers to review medication for ADHD and support the family to address Robert's attachment disorder, with further support from a CAMHS clinical psychologist
- Liaison and early transition programme to the local academy, including inclusion for Robert in a small group supported by CLD working on communication and friendships
- Commissioning of a worker within a small media company to undertake some work on a targeted basis with Robert on development of media skills, the product to be shared with peers at primary school and a transition group at the academy

Range of strategies to promote positive behaviour and improve learning

Partnership approach

Individual learning pathway plus

Individual / small group support for activities

Promotion of positive relationships through participation with other adults/peers in meaningful activities.

Transition opportunities to become familiar with the Academy and staff, and develop relationships with a small group of peers in preparation for moving on.

Partnership working

Class teacher, SfL teacher, I&P teacher, PT SfL and academy staff, CLD, Social Work, ASPECTS, CAMHS, Media company worker, Robert and his carers

Successful outcomes

- ✓ Robert sustained his placement to finish primary school successfully and move more confidently into S1 at his academy
- ✓ Incidents of angry outbursts reduced
- ✓ A greater understanding of emotions resulted from support from social work, CAMHS and Robert's carers, and Robert developed a greater understanding of how these affected his moods and behaviour
- ✓ Strategies were developed which allowed Robert to withdraw to a quiet area when he needed time to himself
- ✓ Robert made friends with peers with whom he moved to the academy
- ✓ Robert's sense of self-worth increased due to the media productions he made and sharing these with peers
- ✓ Robert's confidence increased as his peers responded to him more positively, seeing his success with media products
- ✓ Robert's willingness to record his learning increased as he used a variety of other methods
- ✓ Robert's confidence with 'Texthelp' improved, and he showed pride with the printouts of his work displayed in class

Example: S2 girl with severe anxiety

Background

Mary was a second year pupil at her local academy.

Mary had begun to experience anxiety in P7 at primary school. It was noted by Mary's class teacher that Mary's reluctance to begin tasks or interact with her peers was increasing. The class teacher raised this with the senior leadership team and the SfL teacher. Following this, the depute head teacher contacted Mary's parents and a pupil review meeting was organised.

Following this, it was agreed that Mary would access the school "soft start" three mornings a week. This proved to be successful and Mary began to inter-act more with her peers. However, in January of P7, Mary began to verbalise that she was anxious about going to the academy. In order to support Mary with transition to the academy, an enhanced transition programme was put in place. Mary participated in most of the activities with enthusiasm however she preferred to complete activities with pupils from her own primary school. This was noted by the Intervention Prevention teacher who led the transition programme as well as the Guidance staff from the academy.

Regular review meetings with Mary and her parents were held by school staff during P7.

Mary was recorded at Targeted Plus Support Level 2 based on Aberdeenshire's Staged Intervention Model in P7 for the following reasons:

- Regular contact with named member of staff for support.
- Flexible approach and timetable e.g. Soft Start
- Additional transition visits.

When Mary entered S1 a "Settling In" review was planned to be held in October. At this meeting it was noted that Mary had settled into S1, that she was making good progress and appeared to have made friends. However, as Mary progressed in S1, (April of S1) her attendance began to drop; she began to complain of "sore heads", "sore tummy" and of "being tired".

Mary's parents contacted Mary's PT Guidance who arranged for a review meeting. Mary had a good relationship with her Guidance teacher who arranged to meet with Mary on a regular basis.

Mary said that she was not being bullied, she was "just not happy". Mary was encouraged to use the school quiet area and to talk to her Guidance teacher.

Mary was making increasing use of the school quiet area and there was a marked increase in the number of occasions that Mary went to talk to her Guidance

teacher. A referral was made to the Educational Psychology Service at the end of S1.

Following a review at the end of S1, tutorial/small group support was planned for Mary focusing on PSD within the curriculum flexibility framework. SfL support was also targeted within class.

Solution Focused approaches

Over the summer holidays Mary's parents took Mary to see the family doctor who referred Mary to a specialist for further support due to the level of anxiety being displayed by Mary

Regular review meetings took place with school staff, educational psychologist and family. It was decided that an IEP was now appropriate for Mary.

Support within school was in place at Intensive Targeted Level 3 based on Aberdeenshire's Staged Intervention Model:

- IEP
- Regular contact with named member of staff for support
- Access to quiet area
- Flexible approach to timetable: small group provision (tutorial) Personal and Social development /Lifeskills
- In-class support from PSA and SfL teachers.

Initially this proved to be successful however as Mary progressed into S2, attendance began to drop again and Mary was becoming increasingly distressed in the mornings.

Mary was very interested in music and art and it was noted that her attendance was more regular on days that she attended music or art.

Strategies

- It was agreed that Mary's long term IEP targets would continue to focus on self –confidence and self-esteem.
- It was agreed that a learning pathway plus would be appropriate for Mary as curriculum flexibility was already in place. Mary's interest areas provided a starting point for building the programme therefore increasing Mary's engagement in learning so a learning pathway plus was designed and implemented via commissioned services using an Art tutor .Mary had a weekly individualised session with an Art tutor and she developed new skills including photography.
- Within school, Mary was timetabled for an additional Music class once per week.

Range of strategies to promote positive behaviour and improve learning

- Learning pathway plus focussing on Mary's interests.
- Focus on developing self-confidence, self-esteem and inter- personal skills
- Weekly review session between Mary and PT Guidance enabling Mary to reflect on the positives from the week.
- Mary was asked to take the lead in the tutorial class and use her skills gained in the photography sessions to illustrate group work.
- Weekly phone call to Mary's parents from PT Guidance.
- Alternative assessment procedures investigated and implemented.
-

Partnership working

DHT / PT SfL, PT Guidance, Educational Psychology Service, Mary and family, Music therapist and teacher

Successful outcomes

- ✓ Mary looked forward to her weekly review sessions and began to be realistic when reviewing her progress and was able to self-reflect using a Review Chart (smiley faces/scale 1-10)
 - ✓ Socialisation during the PSD group was an important factor for Mary so developing appropriate inter-personal skills and develop self-confidence.
 - ✓ Relationships with peers outside school have developed as Mary's parents encouraged her attend an activity at the local community centre. Mary received a camera for her birthday and was encouraged by her parents to take photos when on family outings.
 - ✓ The music therapy sessions enabled Mary to develop relaxation skills which had a positive impact on her ability to cope in stressful situations.
 - ✓ Improved self-esteem, increased confidence and resilience.
 - ✓ Increased engagement with learning.
 - ✓ Increased attendance at school.
-

Appendix 7: A Framework for Learning Pathway Plus services

Name	Service	Location	Contact details
Aberdeen Foyer	A range of services to young people from supported tenancies to former homeless and those at risk, together with a range of education, training, mentoring, counselling, employment support and health improvement services.	Aberdeen Foyer Marywell Centre Marywell Street Aberdeen AB11 6JF	E-mail: kathleens@aberdeenfoyer.co.uk Phone: 01224 212924 Website: http://www.aberdeenfoyer.com/
Aberdeen Snowsport Centre	Lessons, coaching in skiing and snowboarding, tubing	Garthdee Rd, Aberdeen AB10 7BA	E-mail: directly from the website Phone: 01224 810215 Website: http://www.aberdeensnowsports.com/
Aberlour Trust	Family support	Aberdeenshire	E-mail: enquiries@aberlour.org.uk Phone: 01786 450335 Website: http://www.aberlour.org.uk/
Adventure Aberdeen	Outdoor education – climbing, mountain biking, low ropes, canoeing, snow sports, shelter building	Fairley Road, Kingswells, Aberdeen, AB15 8PZ	E-mail: adventureaberdeen@aberdeencity.gov.uk Phone: 01224 270990 Website: http://www.aberdeencity.gov.uk/AdventureAberdeen/adventure_aberdeen.asp

Alford Ski slope	Skiing, snowboarding and tubing	Greystone Road Alford Aberdeenshire AB33 8TY	E-mail: alford.skicentre@aberdeenshire.gov.uk Phone: 019755 63024 Website: http://www.aberdeenshire.gov.uk/leisure-sport-and-culture/sports/ski-centres/alford-ski-centre/
Amy Davidson	Play therapist, works with child and PSA to provide therapeutic intervention and increase capacity in school	West Aberdeenshire	E-mail: playtherapy-aberdeenshire@hotmail.com Phone: 07544 702014 Website: http://www.childtherapy.org.uk/index.html
Belwade Farm – World Horse Welfare	Working with horses – grooming, mucking out stables etc.	Aboyne AB34 5BJ	E-mail: Phone: 01339 885398 Website: http://www.worldhorsewelfare.org/farm/belwade-farm
Circus Modo	Circus skills to enhance self-esteem and confidence.	Peterhead	E-mail: directly from the website Phone: 01779 600 020 Website: http://www.modoo.org.uk/
CLUBS IN ABERDEENSHIRE	Varied	Varied	Website: http://www.aberdeenshire.gov.uk/search?search=clubs
Deeside Activity Park	Archery, low level climbing wall	Dess, Aboyne Aberdeenshire, AB34 5BD	E-mail: info@deesideactivitypark.com Phone : 013398 83536 Website: http://www.deesideactivitypark.com/school.htm
Deeside Forest Schools (Julia McKay)	Educational and environmental programmes including Forest Schools	Myrtle Steading, Durriss, Banchory, Aberdeenshire, AB31 6DY	E-mail: deesideforestschoools@btinternet.com Phone: 01330 811576 Website: http://www.deesideforestschoools.co.uk/

Drumfun	Drumming workshops and team building	Corriden, Tolbooth Street Forres, IV36 1PH	E-mail: info@drumfun.co.uk Phone: 01309 672537 Website: http://www.drumfun.co.uk/
Easter Anguston Farm - VSA	Farm, café, shop, ornamental garden	Easter Anguston, Peterculter, Aberdeenshire AB14 0PJ	E-mail: Scott.MacLeod@vsa.co.uk Phone: 01224 733627 Website: https://www.facebook.com/EasterAngustonFarm
ELM Music Therapy	Music therapy	15 Westhill Heights, Westhill AB32 6RY	E-mail: emmeline@elmmusictherapy.com Phone: 07969876483 Website: http://www.elmmusictherapy.com/
Equine therapy/riding lessons: Aberdeen Riding Club	Horse riding for children / young people – private lessons if appropriate	Old Fold Stables, Milltimber, Aberdeen Postcode: AB13 0HQ	E-mail: enquiries@aberdeenridingclub.com Phone: 01224 862431 Website: http://www.aberdeenridingclub.com/
Equine therapy/riding lessons: Ladymire Equestrian Centre	Horse riding for children / young people – private lessons if appropriate	Ladymire, Ellon Postcode: AB41 8LH	E-mail: info@ladymire.co.uk Phone: 01358 729969 Website: http://www.ladymire.co.uk/
Equine therapy/riding lessons: The Cabin Equestrian Centre	Horse riding for children / young people – private lessons if appropriate	Ordyfauld, Keith Hall, Inverurie Postcode: AB51 0LL	E-mail: info@cabinequestrian.co.uk Phone: 01467 624378 Website: http://www.cabinequestrian.co.uk/

Equine therapy/riding lessons: Redwing Riding School	Horse riding for children / young people – private lessons if appropriate	Eastland Lodge, Maryculter, Aberdeen, AB12 5FS	E-mail: mpetrie@blaikiewell.org.uk Phone: 01224 732952 Website: http://www.blaikiewell.com/redwing/
Equine therapy/riding lessons: Cranloch Riding Centre	Horse riding for children / young people – private lessons if appropriate	Cranloch Riding Centre, Elgin Postcode: IV30 8QX	E-mail: Phone: 01343 842215 Website: http://www.blackhills.org.uk/cranloch.html
Equine therapy/riding lessons: Bogend Farm stables	Horse riding for children / young people – private lessons if appropriate	Bog End Farm, Oyne Postcode: AB52 6RB	E-mail: Phone: 01464 851 332 Website: http://www.horse-riding.net/stables/detailed/186-horse.html
Equine therapy/riding lessons: The Brae Riding for the Disabled	Horse riding for children / young people – private lessons if appropriate	1 Linlathen Grove, Dundee, DD5 3GL	E-mail: various available on website Phone: 01382 776880 Website: http://www.brae.org.uk/
Forest Schools – Justine McGregor	Forest school leader, outdoor pedagogy	Banchory	E-mail: j.mcgregor@outdoorpedagogy.co.uk Phone: Website: http://www.forestschoollassociation.org/location/justine-mcgregor/

Foxlane Garden Centre	Gardening	Foxlane at Carnie, Tarland Road, Westhill AB32 6SL	E-mail: 01224 275999 Phone: foxlane@gardener.com Website: http://www.fox-lane.net/
Graham Covey	Artist and artistic tuition	37 Polinar Place, Inverurie, Aberdeenshire AB51 3YZ	E-mail: covey.gc@gmail.com Phone: 07938922864 Website: https://www.facebook.com/graham.covey
Grampian Autistic Society	Advice, support and services to those living with Autism	Aberdeen/Shire	Email: admin@grampianautisticsociety.co.uk Phone: +44 1224 277900 http://www.grampianautisticsociety.co.uk/index.html
Grampian Music Therapy - Mrs Gemma Milligan	Music therapy	Aberdeen/Shire	Email: gemma.milligan1@btinternet.com Mobile: 07985 266109 http://www.grampianmusictherapy.com/
Halfpenny Farm	Volunteering for animal husbandry	Halfpenny Farm Animal Sanctuary, Clovenstone, Kintore, AB51 0YH.	E-mail: contact@halfpenny-farm.co.uk Phone: Website: http://www.halfpenny-farm.co.uk/index.html
Hand Pict by Penny Downes	Art therapy	14 Cairn Road, Kemnay. AB51 5RT	E-mail: pennydownes@hotmail.co.uk Phone: 07935720982 Website: https://www.facebook.com/handpict
Huntly Nordic Ski Centre	Cross country skiing and roller skiing	Huntly Nordic and Outdoor Centre, Hill of Haugh, Huntly, AB54 4SH.	E-mail: hnoc@aberdeenshire.gov.uk Phone: 01466 794428 Website: http://hnoc.nordicski.co.uk/

John Newton	Art Psychotherapy	Aberdeen	E-mail: john.newton@talktalk.net Phone: 01224 648387 Website: http://johnnewtonartpsychotherapist.co.uk/home-page
Kincardineshire Forests Schools (Dawn Ewan)	Forest schools and play-based outdoor learning opportunities	Laurencekirk, Porlethen, Stonehaven and Westhill areas	E-mail: kincafs@gmail.com Phone: 07939547016 Website: http://www.muckyboots.org/
Mud Pies (Mandy Tulloch)	Nature fun for the adventuresome – outdoor learning	Portlethen / Stonehaven area	E-mail: info@mudpieadventures.co.uk Phone: 07929 465680 Website: http://www.mudpieadventures.co.uk/
Outdoor Woodland Learning Schools (OWLS) – Esther Gooch	'Forest School'	Aboyne	Email: pip@owls-learn.co.uk Phone: 07747 306 979 Website: http://www.owls-learn.co.uk/
Paul Barnes	Artist/art practitioner	Banchory	Email: paulbarnes8@hotmail.com Phone: 01330 820317 Website: http://www.paul-barnes.com/
Peterhead Projects	Buchan Meadow Community Woodland development project and social enterprise schemes	Peterhead	E-mail: admin@peterheadprojects.co.uk Phone: 01779 478950 Website: http://www.peterheadprojects.co.uk/buchan-meadows

Robert Gordon's University Sport	Climbing wall	Garthdee, Aberdeen	Email: rgusportenquiries@rgu.ac.uk Tel: 01224 263666 Website: http://www.rgu.ac.uk/student-life/campus-life/rgu-sport/facilities
SensationALL	Multi-sensory experiences	Old School, Westhill Drive, Westhill, AB32 6FT	E-mail: info@SensationALL.org.uk Phone: 01224 746699 Website: http://www.sensationall.org.uk
Silverhaar (Grace Banks)	Storyteller, life coach, singer, musician, outdoor FED (fun, explore and discover)	Aberdeenshire – within 25 miles of Aberdeen City	E-mail: on the website Phone: 07595 873888 Website: https://silverhaar.com/
Sounds Light Sensory	Sensory experiences – multisensory sound and light show	Aberdeenshire	Email: soundslightsensory@gmail.com Tel: 07340 185499. Website:
Specialist Resource Solutions (Marcus Nisbet / Gail McKeitch)	Registered care provider can offer 'bespoke' services including therapeutic work placements	Deemouth Business Centre, South Esplanade East, Aberdeen AB11 9PB	E-mail: enquiries@specialist-resource-solutions.co.uk Phone: 01224 467897 Website: http://www.specialist-resource-solutions.co.uk/
Stick With Nature Pam Ross	Outdoor learning	Old Deer – willing to travel within surrounding area	E-mail: info@stickwithnature.co.uk Phone: 07815 914698 Website: http://www.stickwithnature.co.uk

Suds Surf School	<u>Surfing, Windsurfing & Kitesurfing, Outdoor Activities, & Water Sports</u>	4 Seaview Road, Banff	E-mail: suds@surfschoolscotland.co.uk Phone: +447793063849 Website: http://www.surfschoolscotland.co.uk/about/suds-surf-school
The New Arc – the north east wildlife and animal rescue centre	Opportunities for children to assist with looking after animals	Nether Auquhadlie Auchnagatt, Ellon AB41 8UW	E-mail: directly from website Phone: 07962 253867 Website: https://www.thenewarc.org/
The Rhythm Box	Music skills	6 High St, Kemnay, Inverurie AB51 5NB	E-mail: directly from the website Phone: 07843 848388 Website: http://www.therhythmbox.co.uk/
The Seed Box	Social enterprise – gardening and associated skills	Walled Garden on Ballogie Estate, Aboyne AB34 5DT	E-mail: enquiries@theseedbox.org.uk Phone: 01330 828131 Website: http://www.theseedbox.org.uk/
Trampolining	Trampoline	Sports Centres throughout Aberdeenshire	Website: http://www.aberdeenshire.gov.uk/leisure-sport-and-culture/sports/leisure-centres-and-swimming-pools/ Alternatively, contact your local active schools' coordinator Website: http://www.aberdeenshire.gov.uk/leisure-sport-and-culture/active-schools/
Transition extreme	Climbing wall , Skate park, High ropes course, BMXing, Inline skating	Links Road, Aberdeen, AB24 5NN	E-mail: info@transition-extreme.com Phone: 01224 626279 Website: http://www.transition-extreme.com/

Well-balanced support for children using Mindfulness Activities (Donna Fairley)	Yoga and Mindfulness Activities	3 Gordon Court, Durno, Inverurie AB51 5ER	E-mail: donna@fairleys.plus.com Phone: 07554162850 Website: https://en-gb.facebook.com/donna.fairley.92
Willows Animal Sanctuary	Therapeutic interaction with animals	New Pistligo	E-mail: kate@willowsanimals.com Phone: 01771 653112 Website: http://www.willowsanimals.com/index.htm
Wood Recyclability Ltd	Wooden products and recycling	Udny, Aberdeenshire AB43 7PR	Email: info@woodrecyclability.co.uk Phone: 01651 842876 Website: http://woodrecyclability.co.uk/
XBow LTD	Music and performing arts specialists	Laurencekirk	E-mail: directly from the website Phone: 01561 298125 or Mob: 07799724454 Website: http://www.xbowltd.net/

