



From mountain to sea

# Guidance for Learning Pathways Plus

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May 2020



# Contents

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|   |           |
|---|-----------|
| <b>Introduction .....</b>   | <b>4</b>  |
| <b>Context.....</b>   | <b>4</b>  |
| <b>What is a Learning Pathway?.....</b>   | <b>4</b>  |
| <b>How are Learning Pathways developed and delivered?.....</b>  | <b>5</b>  |
| <b>What is a Learning Pathway Plus? .....</b>   | <b>5</b>  |
| <b>Learning Pathway Plus: Process.....</b>  | <b>6</b>  |
| <b>Roles and Responsibilities.....</b>  | <b>7</b>  |
| <b>Monitoring and Reviewing.....</b>  | <b>8</b>  |
| <b>Children / young people absent from school due to ill health .....</b>   | <b>9</b>  |
| <b>Children / young people educated at home or at independent schools.....</b>                                      | <b>9</b>  |
| <b>Appendix 1: Staged Intervention .....</b>  | <b>10</b> |
| <b>Appendix 2: Framework of Commissioned Services for Learning Pathways Plus services.....</b>                      | <b>12</b> |
| <b>Appendix 3: Stage 3 Learning Pathway Plus Proposal.....</b>  | <b>20</b> |
| <b>Appendix 4: Checklist to inform approaches: Evidence required to inform need for Learning Pathway Plus .....</b> | <b>25</b> |
| <b>Individual Education Plan Target Sheets.....</b>   | <b>26</b> |
| <b>Appendix 5: Examples of Curriculum Flexibility .....</b>   | <b>28</b> |
| <b>Example 1: P1 girl with social and emotional difficulties.....</b>   | <b>28</b> |
| <b>Example 2: S2 boy on the autism spectrum .....</b>   | <b>30</b> |
| <b>Appendix 6: Examples of Learning Pathways Plus.....</b>  | <b>32</b> |
| <b>Example 1: P3 girl with language and communication difficulties .....</b>  | <b>32</b> |
| <b>Example 2: S2 boy with autism .....</b>  | <b>34</b> |
| <b>Example 3: S3 girl with additional support needs arising from family circumstances .</b>                         | <b>36</b> |

| 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| 3.0     | Draft guidance | August 2016    | Update to information including new terminology and providers list                            |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   |
| 3.3     | Guidance       | November 2017  | Update to providers   |
| 3.4     | Guidance       | May 2020       | Update to information including Framework of Commissioned Services for Learning Pathways Plus |

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## Introduction

Education & Children's Services and partner agencies are committed to supporting 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 learning and therapeutic experiences for pupils through a Learning Pathways Plus programme which ensures that legislative requirements are met, and pupils with additional support needs are provided 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 2017 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. How Good Is Our School 4 (HGIOS4) states

*'Flexible learning pathways should be designed to raise attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.'*

This is 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.

It is the school's responsibility to ensure there is robust planning to meet learners' needs using appropriate planning documentation.

## **How are Learning Pathways developed and delivered?**

### **Staged Intervention:**

#### **Through single agency (Education):**

*Level 0* Universal Support – class level with Additional Support for Learning (ASL) teacher and / or Pupil Support Assistant (PSA) advice/consultation within class / school. All resources provided within class / school

*Level 1* Targeted Support – school level with planned ASL teacher and/or PSA intervention with advice if required from Enhanced Provision / Education and Children's Services (E&CS) specialist services. Curriculum adaptation. All resources provided within class / school.

*Level 2* Targeted Plus Support – school plus Enhanced Provision / Education and Children's Services (E&CS) specialist services intervention e.g. Educational Psychology Service, Sensory Support Service, English as an Additional Language (EAL) Service, Aberdeenshire Specialist Technology Service (ASPECTS), Community Resource Hub outreach may take place at level 2. Some resources accessed outwith the school.

#### **Through multi-agency:**

*Level 3* Intensive Targeted Support – school with multi-agency action / Community Resource Hub intervention 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, almost always 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. In many instances these children and young people will be at risk of being placed in an out-of-authority school, outwith their home community.

When a decision has been made that a commissioned service may be required to achieve an educational objective through the MAAP process then the proposal should be made and then submitted for approval to the Principal Educational Psychologist.

Service providers may only be used if they are listed in the Framework of Commissioned Services for Learning Pathways (Appendix 2). The Framework identifies each service provider by geography i.e. where they will provide the service and the 'lot' or the nature of the services.

- Lot 1 Community Based Services
- Lot 2 Therapeutic Interventions
- Lot 3 Curricular Enhancement (Outdoor Learning)
- Lot 4 Curricular Enhancement (Onsite) not Outdoor Learning

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. It is important that consideration is given to how this may be experienced by the child or young person in terms of the potential demand that multiple adult relationships and learning environments may place on them. This should be factored into the planning process.

## **Learning Pathway Plus: Process**

A Learning Pathway Plus funding arrangement 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 Child's Plan developed through a multi-agency assessment and planning (MAAP) process. They will 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 GIRFEC. In such circumstances a robust single agency action planning (SAAP) process will be in place and clearly documented.

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 the Child's Plan and associated SAAP/MAAP minutes.

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

1. In **almost all 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 Framework of Commissioned Services for Learning Pathways to find appropriate services in the area.

There may be a few circumstances where this discussion is undertaken through a SAAP process

**In cases where Child and Adolescent Mental Health are involved with the child or young person, therapeutic interventions should only be commissioned following appropriate liaison with the relevant CAMHS practitioner through the MAAP process.**

1. A detailed and fully costed Learning Pathway Plus proposal identifying the support/service that is to be commissioned. This includes completion of the **proforma with embedded target sheet** and supporting documentation:  
[Appendix3](#)

2. A **risk assessment** by the Head Teacher / DHT assessing whether the proposed activity/activities should go ahead in light of the child or young person's health and wellbeing. When assessing risks related to the introduction of a Learning Pathway Plus it is important to consider
  - (a) the changes the child or young person will experience e.g. staffing changes, introduction to unfamiliar adult/s, changes to routines and/or learning environment.
  - (b) the number of changes, particularly if more than one service provider is being considered resulting in multiple adult relationships and learning environments.
  - (c) The impact on the child or young person's health and wellbeing and how this can be minimised.
1. A **risk assessment** by the service provider on the activities / interventions to be undertaken as part of the service to be provided.
2. 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.
3. **Evidence of agreement** from the Cluster Lead for the Learning Pathway Plus proposal must be submitted (electronic).

**Evidence of steps 1- 6 must be submitted as part of the proposal to the Principal Educational Psychologist for review and approval via [learningpathwaysplus@aberdeenshire.gov.uk](mailto:learningpathwaysplus@aberdeenshire.gov.uk)**

Any staffing requirements for Learning Pathway Plus needs to be identified from the school or cluster through Local Management Group (LMG) prioritisation, taking account of the staged intervention model. Transport costs associated with the Learning Pathway Plus to be agreed by the Cluster Lead 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 is responsible for submitting a proposal which includes all the required documentation for a Learning Pathway Plus for consideration and approval.

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

The Named Person 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 service provider has a responsibility to work within the parameters of key legislative, policy and/or guidance such as Getting It Right For Every Child (GIRFEC), Child Protection, Equalities, and Additional Support Needs (ASN) legislation.

The service provider is responsible for providing regular reports and ongoing feedback on the outcomes and impact of the provided services.

The service provider is responsible for carrying out a risk assessment on the activities/interventions to be undertaken as part of the service to be provided. The service provider is also responsible for updating the risk assessment and informing the Head Teacher / DHT of any changes to the risks identified.

## **Monitoring and Reviewing**

Progress towards the learning objectives of the Learning Pathway Plus as specified in the Individual Education Plan (IEP) should be regularly monitored and reviewed through MAAP / SAAP meetings. The Child's Plan and associated meeting minutes should be forwarded to the Cluster Lead and Principal Educational Psychologist. Monitoring and review should be carried out at a minimum of 3 monthly intervals or at the end of the agreed time period (whichever is soonest).

If through the MAAP/SAAP process it is proposed that the Learning Pathway Plus should continue beyond the agreed time period in order to make progress towards learning objectives as specified in the IEP, the Child's Plan and associated meeting minutes must be submitted to the Cluster Lead and Principal Education Psychologist for consideration and approval. The minute must demonstrate that the Plan has been fully reviewed, and detail why the child/young person requires continuation of the resource. Evidence which demonstrates progress achieved by accessing the resources must also be evident. Lack of such evidence may lead to the funding being stopped.

If there are any changes to the existing Learning Pathway Plus then the following documents are also required:

- Appendix 3
- IEP (if there are changes to the relevant LPP target)
- Quote
- If there are significant changes to the way in which the service is being delivered, the following are required:
  - School Risk Assessment
  - Service Provider's Risk Assessment

**All Learning Pathway Plus proposals together with supporting documentation, will require to be re-submitted bi- annually by the second week of March and of October for approval /continuation**



## **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 [here](#).

## **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 [here](#).

## Appendix 1: Staged Intervention

| Staged Intervention Model: Support Level Guidance – Provision   | Level    |
|---|----------|
| <b>Universal Support (Level 0)</b><br><i>Class level with ASL teacher advice/consultation within school</i><br><i>Within class adaptation, no other support required</i><br><i>All resources provided within the class/school</i>   | <b>0</b> |
| 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) including CALM theory  |          |
| 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   |          |
| Additional Support for Learning (ASL) advice and consultation   |          |
| Aberdeenshire Support Manual  |          |
| <b>Targeted Support (Level 1)</b><br>In addition to support available at Level 0:<br><i>School level with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention</i><br><i>Advice if required from Enhanced Provision/Education &amp; Children’s Services (ECS) specialist services</i><br><i>Curriculum adaptation</i><br><i>All resources provided within the class/school</i> | <b>1</b> |
| Children and young people may access targeted group planning  |          |
| Intervention by Additional Support for Learning (ASL) 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 Specialist Technology Service (ASPECTS)   |          |
| Partnership working and collaborative interventions   |          |
| Supervised extra time/separate accommodation for assessment   |          |
| Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start   |          |
| Adaptations to materials  |          |
| Use of visual supports (Widgit - Communicate: In Print) should be used for visual timetables etc.   |          |
| Alternative strategies to de-escalate emotion or behaviour  |          |
| <b>Targeted Plus Support (Level 2)</b><br>In addition to Level 1:<br><i>School level</i><br><i>Enhanced Provision</i><br><i>Education &amp; Children’s Services (ECS) specialist services</i><br><i>Some resources accessed from outwith the school</i>   | <b>2</b> |
| A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP  |          |
| Regular contact with named staff member for support   |          |
| Nurture group support   |          |

| <b>Targeted Plus Support (Level 2) (contd.)</b>  | <b>2</b> |
|--|----------|
| Flexible approaches and timetable arrangements (e.g. within secondary school, this could be tutorial classes within the Enhanced Provision – in senior Phase – National 1/2 units and/or courses)  |          |
| Central support services outreach/ in-reach intervention   |          |
| Enhanced Provision Centre (EPC) outreach, MAP, Care Plan, SAAP, MAAP if appropriate  |          |
| Early years enhanced provision 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 and planning: Nursery – Primary, Primary – Secondary, BGE – Senior Phase, post-school planning  |          |
| De-escalation techniques used on a regular basis   |          |
| Access to quiet area/ sensory room   |          |
| 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 Principal Educational Psychologist   |          |
| <b>Intensive Support (Level 3)</b><br>In addition to Level 2:<br><i>Intensive Targeted Support:</i><br><i>Multi-agency action as required</i><br><i>School with Community Resource Hub (CRH) intervention</i>  | <b>3</b> |
| Children and young people will have a robust pupil plan. These include: Individual Education Plan (IEP), Managing Accessibility Plan (MAP), Care Plan, Co-ordinated Support Plan (CSP); within multi-agency action planning (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/ sensory room  |          |
| Crisis, Aggression, Limitation and Management (CALM) 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 inreach  |          |
| Access to commissioned services may also be authorised by the Principal Educational Psychologist   |          |
| <b><i>More resources may be accessed from outwith the school e.g. Learning Pathway Plus</i></b>  |          |

## **Appendix 2: Framework of Commissioned Services for Learning Pathways Plus services**

The Framework of Commissioned Services for Learning Pathways Plus services identifies each service provider by geography (i.e. where they will provide the services) and the 'lot' or the nature of the services.

### **Lot 1 – Community Based Services**

### **Lot 2 – Therapeutic Interventions**

### **Lot 3 – Curricular Enhancement (Outdoor Learning)**

### **Lot 4 – Curricular Enhancement (Onsite) not Outdoor Learning**

#### **Lot 1 - Community Based Services**

- To provide intensive outreach services and support to children/young people with additional support needs and their families and to promote participation and inclusion in education.
- This service will be provided through one-to-one or small group (maximum of six children/young people) support for children and young people (ages from 3-18) predominantly within and around school hours during term time (9:00am - 3:00pm).
- The service provision is not applicable in holiday times
- Working locations can vary between working from the child/young person's home, community and school locations.
- Service provider participation in the Multi Agency Action Plan (MAAP) processes will also be sought.
- Referrals for service provision will come from schools through recommendations made through the MAAP's process and approved by Local Authority Officers. Services will not begin until they have been approved by Local Authority Officer

The support provided may include:

- Development of skills for life, skills for work and skills for learning for example, Opportunities for supported work experience and volunteering; Independent travel training; Self-help and independent skills (but not personal care), Social and communication skills; and Positive behaviour management.

Appropriate Clothing:

- It will be the expectation for the school and parents/guardians of the child/young person to supply the appropriate day-to-day clothing.
- Specialist clothing will be provided by the Service Provider

Specialist Equipment:

- Specialist activity equipment will be provided by the Service Provider ensuring that all equipment adheres to regular health and safety checks and regulations.

## **Lot 2 - Therapeutic Interventions**

- To provide specialist Psychological/Arts Therapies to children/young people with additional support needs (ASN), to promote participation and inclusion in education.
- This service will be provided through one-to-one or small group (maximum of 3 children/young people) support for children and young people with ASN (ages from 3-18) predominantly within the context of the school day during term time (9:00am - 3:00pm).
- These therapeutic interventions can take place at school or offsite locations.
- Service provider participation in the Multi Agency Action Plan (MAAP) processes will also be sought.
- The service provision is not applicable in holiday times or outwith school hours.
- Referrals for service provision will come from schools through recommendations made through the MAAP process and approved by Local Authority Officers. Services will not begin until they have been approved by Local Authority Officers

In cases where therapeutic interventions are being considered, there is an expectation that the Child and Adolescent Mental Health Service is involved as part of the multi-agency assessment and planning process and that there is agreement from the service that therapeutic interventions are appropriate.

The support provided may include, but is not limited to, the following:

- Play Therapy
- Art therapy /Art Psychotherapy
- Music therapy
- Drama therapy
- Direct intervention
- Assessments and reviews
- Advice and consultations

Appropriate Clothing:

- It will be the expectation for the school and parents/guardians of the child/young person to supply the appropriate day-to-day clothing.
- Specialist clothing will be provided by the Service Provider
- Specialist Equipment:
- Specialist activity equipment will be provided by the Service Provider ensuring that all equipment adheres to regular health and safety checks and regulations.

### **Lot 3 - Curricular Enhancement – Offsite (Outdoor Learning)**

**(Offsite location is any location out-with the school's boundary or the Service Provider's premises or grounds)**

- To provide a Curricular Enhancement through outdoor learning activities to enhance the Health and Well Being curricular offer for individual and/or small groups of children and young people with ASN.
- This service will be provided through one-to-one or small group (maximum of 4 children/young people) support for children and young people (ages from 3-18) predominantly within the context of the school day during term time (9:00am - 3:00pm).
- Service provider participation in the Multi Agency Action Plan (MAAP) processes will also be sought.
- The service provision is not applicable in holiday times or outwith school hours.
- Referrals for service provision will come from schools through recommendations made through the MAAP process and approved by Local Authority Officers. Services will not begin until they have been approved by Local Authority Officer

The support provided will include:

- Outdoor Learning will be provided by a Forest Leader level 3 on an individual or small group basis
- Appropriate Clothing:
  - It will be the expectation for the school and parents/guardians of the child/young person to supply the appropriate day-to-day clothing.
  - Specialist clothing will be provided by the Service Provider
- Specialist Equipment:
  - Specialist activity equipment will be provided by the Service Provider ensuring that all equipment adheres to regular health and safety checks and regulations.

### **Lot 4 - Curricular Enhancement – Onsite (not Outdoor Learning)**

**(Onsite location is any location that is within the school's boundary or the Service Provider's premises or grounds)**

- To provide a Curricular Enhancement through a range of services not ordinarily offered by the school or cluster to enhance the Health and Well Being curricular offer for individual and/or small groups of children and young people with additional support needs.
- This service will be provided through one-to-one or small group (maximum of 6 children/young people) support for children and young people (ages from 3-

18) predominantly within the context of the school day during term time (9:00am - 3:00pm).

- Working location will be within the school settings, including outdoor areas, and other community settings.
- Service provider participation in the Multi Agency Action Plan (MAAP) processes will also be sought.
- The service provision is not applicable in holiday times or outwith school hours.
- Referrals for service provision will come from schools through recommendations made through the MAAP process and approved by Local Authority Officers. Services will not begin until they have been approved by Local Authority Officer

**The support provided may include:**

- A range of services to enhance the Health and Wellbeing curricular offer including: arts interventions (music, drama, art, dance), mindfulness, yoga, sensory programmes, horse-riding, sports and leisure. This does not refer to Riding for the Disabled (RDA)

**Appropriate Clothing:**

- It will be the expectation for the school and parents/guardians of the child/young person to supply the appropriate day-to-day clothing.
- Specialist clothing will be provided by the Service Provider

**Specialist Equipment:**

- Specialist activity equipment will be provided by the Service Provider ensuring that all equipment adheres to regular health and safety checks and regulations.

**Please note Aberdeenshire Council does not commission services for LPPs outwith this framework.**

If there are any other service providers you feel would meet an identified need or gap in services provisions, please ask them to make contact with Carron Douglas, Principal Educational Psychologist

**Framework for Learning Pathways Plus (LPP)**  
**Service Providers - Geographical Spread**

The table below denotes which Lots each provider is offering and in which locations. Lot details are provided below, with additional service specification detail provided later in the document.

Lot 1 – Community Based Services

Lot 2 – Therapeutic Interventions

Lot 3 – Curricular Enhancement (Outdoor Learning)

Lot 4 – Curricular Enhancement (Onsite) not Outdoor Learning

| <b><u>Service Provider</u></b>               | <b><u>Banff &amp; Buchan</u></b> | <b><u>Buchan</u></b> | <b><u>Formartine</u></b> | <b><u>Garioch</u></b> | <b><u>Marr</u></b> | <b><u>Kincardine &amp; Mearns</u></b> |
|--|----------------------------------|----------------------|--------------------------|-----------------------|--------------------|---------------------------------------|
| The Seed Box<br>T: 01330 828131              |                                  |                      |                          | 1                     | 1                  | 1                                     |
| SACRO<br>T: 01224 560550                     | 1                                | 1                    | 1                        | 1                     | 1                  | 1                                     |
| Grampian Autistic Society<br>T: 01224 277900 | 1                                | 1                    | 1                        | 1                     | 1                  | 1                                     |
| Aberlour CCT<br>T: 01224 714210              |                                  |                      | 1, 3, & 4                | 1, 3, & 4             | 1, 3, & 4          | 1, 3, & 4                             |
| Jill Birch<br>T: 07969 866546                |                                  |                      |                          |                       | 3                  |                                       |
| Aberdeen Foyer<br>T: 01224 373881            | 1 & 2                            | 1 & 2                | 1 & 2                    | 1 & 2                 | 1 & 2              | 1 & 2                                 |



| <b><u>Service Provider</u></b>                             | <b><u>Banff &amp; Buchan</u></b> | <b><u>Buchan</u></b> | <b><u>Formartine</u></b> | <b><u>Garioch</u></b> | <b><u>Marr</u></b> | <b><u>Kincardine &amp; Mearns</u></b> |
|--|----------------------------------|----------------------|--------------------------|-----------------------|--------------------|---------------------------------------|
| Outdoor Woodland Learning School (OWLS)<br>T: 07429 538484 | 3                                | 3                    | 3                        | 3                     | 3                  | 3                                     |
| Aberdeen FC Community Trust<br>T: 01224 650400             | 1 & 4                            | 1 & 4                | 1 & 4                    | 1 & 4                 |                    |                                       |
| Station House Media Unit<br>T: 01224 515013                | 4                                | 4                    | 1 & 4                    | 1 & 4                 | 4                  | 1 & 4                                 |
| The Brave Outdoors<br>T: 07875 466327                      |                                  | 1                    |                          |                       |                    |                                       |
| SensationALL<br>T: 01224 746699                            | 1 & 2                            | 1 & 2                | 1 & 2                    | 1 & 2                 | 1 & 2              | 1 & 2                                 |
| Mission Fitness Scotland<br>T: 01674 674984                |                                  |                      |                          |                       |                    | 4                                     |

| <u>Service Provider</u>  | <u>Banff &amp; Buchan</u> | <u>Buchan</u> | <u>Formartine</u> | <u>Garioch</u> | <u>Marr</u> | <u>Kincardine &amp; Mearns</u> |
|--|---------------------------|---------------|-------------------|----------------|-------------|--------------------------------|
| TOADS Tine's Outdoor Adventure Day Service<br>T: 07512 263698    | 3                         |               | 3                 | 3              | 3           |                                |
| Sticks & Stones Therapeutic Forest School CIC<br>T: 07802 545866 |                           |               |                   |                | 2 & 3       | 2 & 3                          |
| Relax Kids – Sharon Speirs<br>T: 07990 611223 or 01464 821299    |                           |               | 1 & 4             | 1 & 4          | 1 & 4       |                                |
| Lindsey Duncan<br>T: 07884 000986                                |                           |               | 3                 | 3              | 3           |                                |
| Hand Pict by Penny<br>T: 07935 720982                            |                           |               | 1 & 4             | 1 & 4          | 1 & 4       | 1 & 4                          |
| Gordon Riding for the Disabled<br>T: 07710 533635                | 3                         | 3             | 3                 | 3              |             |                                |
| Woodlands4Kids/Gardening4Kids<br>T: 01651 873565                 |                           |               | 3                 | 3              |             |                                |
| Ishbel Mollison<br>T: 07880 960141                               |                           |               | 2                 | 2              | 2           | 2                              |

| <b><u>Service Provider</u></b>                       | <b><u>Banff &amp; Buchan</u></b> | <b><u>Buchan</u></b> | <b><u>Formartine</u></b> | <b><u>Garioch</u></b> | <b><u>Marr</u></b> | <b><u>Kincardine &amp; Mearns</u></b> |
|--|----------------------------------|----------------------|--------------------------|-----------------------|--------------------|---------------------------------------|
| Angela Smith Yoga & Relax Kids<br>T: 07779 253860    | 1 & 4                            |                      | 1 & 4                    |                       |                    |                                       |
| Sport Aberdeen/Adventure Aberdeen<br>T: 01224 270990 | 1 & 3                            | 1 & 3                | 1 & 3                    | 1 & 3                 | 1 & 3              | 1 & 3                                 |
| ELM Music<br>T: 07969876483                          |                                  |                      |                          | 2                     | 2                  |                                       |
| MODO – Circus with Purpose<br>T: 01779 600020        | 1 & 2                            | 1 & 2                | 1 & 2                    |                       |                    |                                       |
| Grampian Music Therapy<br>T: 07985 266109            | 2                                | 2                    | 2                        | 2                     | 2                  | 2                                     |
| Sounds Light Sensory<br>T: 07340 185499              |                                  |                      | 1 & 2                    | 1 & 2                 | 1 & 2              | 1 & 2                                 |

**Contact details for the Framework are as follows:**

Gemma Lyall, Administrator, Education and Children's Services, Aberdeenshire Council, Woodhill House, Westburn Road, Aberdeen, AB16 5GB  
Tel. No. 01467 537794 (Internal 7617794); email: [gemma.lyall@aberdeenshire.gov.uk](mailto:gemma.lyall@aberdeenshire.gov.uk)

### Appendix 3: Stage 3 Learning Pathway Plus Proposal

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. This would normally be part of the 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 considered and 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 Learning Pathway Plus:**

| <b>GIRFEC Indicators</b> | <b>Action</b> | <b>Outcome</b> |
|--------------------------|---------------|----------------|
| Safe                     |               |                |
| Healthy                  |               |                |
| Achieving                |               |                |
| Nurtured                 |               |                |
| Active                   |               |                |
| Respected                |               |                |
| Responsible              |               |                |
| Included                 |               |                |

**Individual Education Plan**

| <b>Long term targets</b> | <b>Short term targets</b> | <b>Success criteria</b> | <b>Time scale</b> |
|--------------------------|---------------------------|-------------------------|-------------------|
|                          |                           |                         |                   |

**3. Level of support / funding currently provided by other agencies through the staged intervention model:**

| <b>Agency</b> | <b>Support</b> |
|---------------|----------------|
|               |                |
|               |                |
|               |                |

**QIO must be in agreement regarding transport costs/implications  
Supporting documents REQUIRED to be submitted electronically:**

- 1. MAAP or SAAP meeting minute including agreement for proposed commissioned service / support
- 2. Appendix 3 of this document complete
- 3. School Risk Assessment
- 4. Service Provider's Risk Assessment
- 5. Quote for commissioned service costs including provider transport costs
- 6. QIO approval

**FUNDING PROPOSAL**

*e.g. 4 days at X, 1 day at Y*

**COSTS:**

(including transport for provider)

**DECISION** *(response from authority)*

To: Carron Douglas, Principal Educational Psychologist

Email: [learningpathwaysplus@aberdeenshire.gov.uk](mailto:learningpathwaysplus@aberdeenshire.gov.uk)

## Monitoring and Evaluation of Learning Pathway Plus

Review Schedule should be carried out at a minimum of 3 monthly intervals or at the end of the agreed time period (whichever is soonest).

|  | Comment |
|--|---------|
| Actions from last review   |         |
| Attendance, engagement and participation                           |         |
| Programme content linked to objectives and outcomes                |         |
| Progress towards objectives and outcomes of Learning Pathways Plus |         |
| Changes  |         |

***All Learning Pathway Plus proposals together with supporting documentation, will require to be re-submitted bi- annually by the second week of March and of October for approval/continuation***



## Appendix 4: Checklist to inform approaches: Evidence required to inform need for Learning Pathway Plus

Please **consider** the following through MAAP / SAAP 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 |
|----------------------|---------|
| Safe                 |         |
| Healthy              |         |
| Achieving            |         |
| Nurtured             |         |
| Active               |         |
| Respected            |         |
| Responsible          |         |
| Included             |         |

## Individual Education Plan Target Sheets

|   |                              |   |                           |                    |  |
|---|------------------------------|---|---------------------------|--------------------|--|
| <b>Pupil name</b>                                   |                              | <b>Date target started</b>  |                           | <b>Review date</b> |  |
| <b>Long term target</b><br><input type="checkbox"/> |                              |   |                           |                    |  |
| <b>Short term targets</b>                           | <b>Strategies to support</b> | <b>Resources and techniques including adaptations to physical environment</b> | <b>Success criteria</b>   | <b>Evaluation</b>  |  |
|   |                              |   |                           |                    |  |
|   |                              |   |                           |                    |  |
|   |                              |   |                           |                    |  |
| <b>Anticipated difficulties</b>                     |                              |   | <b>Possible solutions</b> |                    |  |
|   |                              |   |                           |                    |  |

|   |                              |   |                         |                   |
|---|------------------------------|---|-------------------------|-------------------|
| <b>Pupil name</b>                                   |                              | <b>Date target started</b>  | <b>Review date</b>      |                   |
| <b>Long term target</b><br><input type="checkbox"/> |                              |   |                         |                   |
| <b>Short term targets</b>                           | <b>Strategies to support</b> | <b>Resources and techniques including adaptations to physical environment</b> | <b>Success criteria</b> | <b>Evaluation</b> |
|   |                              |   |                         |                   |
|   |                              |   |                         |                   |
|   |                              |   |                         |                   |
| <b>Anticipated difficulties</b>                     |                              | <b>Possible solutions</b>   |                         |                   |
|   |                              |   |                         |                   |

## **Appendix 5: Examples of Curriculum Flexibility**

### **Example 1: P1 girl with social and emotional difficulties**

#### **Background**

Chloe started P1 in August, having moved during the summer holidays from another authority where she had previously attended a private nursery. Her parents had recently separated and she lived with her mother and younger sister. She had a very close relationship with her paternal grandparents but they now live some distance away.

It quickly became apparent that she was having difficulty coping with all the changes and with the various transitions that she was expected to make on a daily basis. Chloe became increasingly upset and frustrated. On occasion this led to items being thrown across the classroom and displays of challenging behaviour towards pupils and staff e.g. hitting, kicking, spitting. Her mother was having difficulty getting her to school at the beginning of the day. She had also tried to leave the classroom and there were also concerns for her safety in the playground as she was considered to be a flight risk. Chloe's teacher was working hard to maintain a safe and calm environment for everyone during these incidents but other children were now beginning to exclude Chloe and this was making her even more upset.

#### **Support Plan**

A Single Agency Action Planning meeting was held to assess and identify Chloe's needs and to consider how to meet these within the staged intervention process. It was agreed that a positive and consistent approach to behaviour management with clear boundaries was required. Strategies for delivering greater curriculum flexibility to support Chloe's needs were also planned.

#### **Strategies**

- Awareness raising for staff led by the Head Teacher and Additional Support for Learning Teacher to support a greater understanding of Chloe's needs and how these could be met
- Effective communication, collaboration and partnership working
- Whole school focus on nurturing approaches
- Positive relationship strategies in place, consistently adhered to by all
- Visual timetable to ensure Chloe's understanding of her day
- A block of timetabled targeted sessions with the Intervention and Prevention teacher focusing on the use of a visual timetable in class and social stories to support Chloe to cope with change and reduce anxiety
- Targeted support from Pupil Support Assistants as directed by the class teacher and ASL teacher, particularly at times of transition and signs of anxiety.
- A block of timetabled small group outdoor learning sessions in school wildlife garden led by the Intervention and Prevention Teacher to support

- development of relationships and engagement in learning
- Timetabled small group activities e.g. baking, role play/drama to ensure inclusion with peers and opportunities to transfer skills into the classroom environment
  - Targeted support from all towards developing self-regulation, self-esteem and confidence
  - Behaviour Risk Assessment in place – focus on de-escalation strategies
  - CALM Theory training for staff

### **Partnership working**

Chloe, parent, Head Teacher, Class Teacher, Additional Support for Learning Teacher, Intervention and Prevention Teacher, Pupil Support Assistants

### **Successful Outcomes**

- Chloe was able to enter school more calmly due to greater knowledge about her day and what was expected of her. Instances of running out of the classroom reduced along with the risk of her leaving the school grounds
- Development of self-regulation and willingness to cooperate with adults and peers due to predictable routines and expectations (visual timetable and consistency)
- Increased completion of daily work tasks and reduction in challenging behaviour
- Improved self- esteem and confidence
- Chloe and staff discovered sensory triggers which heightened/lowered her anxiety levels and were able to avoid/use these to advantage
- She began to develop positive relationships with adults and peers.
- Staff confidence improved so that they could address Chloe's needs calmly and confidently
- Chloe was happier and more settled in school

## Example 2: S2 boy on the autism spectrum

### Background

Kieran lived at home with his parents. He had an older sister who had left home. He was a quiet boy who particularly enjoyed spending time outdoors. He had an interest in photography and spoke enthusiastically about this with known adults. Kieran is on the autism spectrum and was diagnosed in primary school. With support, he coped well, despite having quite significant social communication difficulties. However, he found the transition to secondary school challenging and during S1 became more anxious.

Noise and crowds heightened Kieran's anxiety levels and this impacted on his ability to concentrate in class and engage in learning. He found it increasingly difficult to work in a mainstream classroom without support. He also found break times and lunch times stressful.

Kieran's parents expressed concerns about him moving into S3 and were worried that his anxiety levels would rise even further.

### Support Plan

As a result of Multi Agency Action Planning meetings and discussions, a flexible approach was taken to planning Kieran's timetable for S3. Everyone agreed that it was important to include opportunities within the curriculum for him to develop life skills to enable him to become as independent as possible. There was also agreement that there should be an increased focus on the development of social interaction skills.

### Strategies

- Effective communication, collaboration and partnership working
- Early soft start and access to a designated quiet space throughout the day if required
- Kieran was given a pass to leave class early and make his way to his next class when the corridors were quiet
- Kieran was given a 'Time Out' card to show to staff when he felt overwhelmed and he would go to the designated quiet space at these times
- Down time built into the timetable
- Continued access to support in mainstream classes
- Continued targeted support from ASL Teacher and Pupil Support Assistants to develop social communication skills, independence, confidence and self-esteem
- A more flexible approach to timetabling was adopted to try to minimise Kieran's anxiety levels in school e.g. planned group activities in the Life Skills Area to develop cooking skills; use of the school grounds and school garden to provide opportunities for outdoor learning and gardening.
- Development of Kieran's enjoyment for photography was supported by timetabled sessions with a Pupil Support Assistant who previously worked as a photographer. The ASL Teacher was keen for him to go on to study the

National Unit 'Understanding Photography' (SCQF level 4).

- Individualised learning based on personalisation and choice

### **Partnership working**

Kieran and his parents, Depute Head Teacher Pupil Support, Guidance Teacher, Additional Support for Learning Teacher, Subject Teachers, Pupil Support Assistants, Educational Psychologist, Child and Adolescent Mental Health Service

### **Successful outcomes**

- Kieran began to manage his anxiety levels and became less stressed
- Improved engagement in learning
- Development of life skills development
- Improved self-esteem, increased confidence and resilience

## **Appendix 6: Examples of Learning Pathways Plus**

### **Example 1: P3 girl with language and communication difficulties**

#### **Background**

Sam received support from Speech and Language Therapy Service to develop her language and communication skills but was becoming aware of the increasing gap between her and her peers and as a result displayed frustration and anxiety.

She became increasingly reluctant to go to school, despite there being a planned, flexible curriculum in place for her. Concerns were raised by the school about her attendance.

Her behaviour towards peers and staff became very unpredictable and challenging and a behaviour risk assessment was required. There were some indicators of Autistic Spectrum and a formal consultation with the Educational Psychologist had been held. A referral to Child and Adolescent Mental Health Service (CAMHS) had also been made.

Sam's mother was a single parent and had recently suffered a close family bereavement. She had no relatives living nearby. Sam had an older brother who was school refuser and his behaviour at home was very challenging. Social Work had been supporting the family for some time.

#### **Support Plan**

Multi Agency Action Planning meetings and discussions focusing on further assessment and identification of Sam's needs. As a result of concerns that Sam may become a school refuser, it was agreed by everyone supporting Sam, that a Learning Pathway Plus would help to support learning and school attendance.

#### **Strategies**

- Class teacher and other staff continued to focus on whole school nurturing approaches
- ASL teacher continued to support class teacher with regards to appropriate supports e.g. use of visual timetable, TextHelp
- Following a review of the interventions to date and the proposed exit strategy, it was agreed that the Intervention and Prevention Teacher would continue working with Sam for a further 6 sessions on recognising emotions and self-regulation techniques. The Intervention and Prevention Teacher continued to liaise closely with the class teacher and parent.
- Speech and Language Therapist continued to directly support Sam and liaised closely with Pupil Support Assistants who reinforced strategies
- Small group activities led by Pupil Support Assistants as planned and directed by class teacher and ASL teacher continued
- Social worker continued to work with family
- Soft start was introduced



- Safe, quiet space was identified for Sam to go to when she began to feel frustrated and/or angry
- Learning Pathway Plus application submitted requesting funding to procure the services of 'Relax Kids' to provide intensive support to develop Sam's resilience and to provide her with techniques to manage her emotions.
- Collaborative, partnership approach

### **Partnership working**

Sam and her mother, Head Teacher, Class Teacher, Additional Support for Learning teacher, Intervention and Prevention Teacher, Educational Psychology Service, Social Work, Speech and Language Service, Child and Adolescent Mental Health Service

### **Successful outcomes**

- Incidents of frustration and anxiety reduced as a result of Sam being able to identify her emotions and use relaxation techniques to remain calm
- Sam developed a greater understanding of how her emotions impacted on her behaviour
- Sam was able to identify her emotions and recognise when she needed down time
- Sam was able to communicate her frustrations much more appropriately
- Sam's self-esteem increased as her peers began to respond to her more positively
- Sam was happier, more confident and more able to learn. This impacted positively on her language and communication skills
- Sam's participation and inclusion in education increased
- Sam's attendance at school increased
- Child and Adolescent Mental Health Service carried out an assessment and continue to support Sam and her mother

## Example 2: S2 boy with autism

### Background

Daniel took part in an extended transition programme to support him to make the move from primary to secondary. At the beginning of S1 his timetable included a blend of mainstream classes and targeted support including Social Language and Communication skills from the Enhanced Provision Teacher. Over the course of S1 and now in S2, Daniel found it increasingly difficult to manage his emotions and self-regulate. At times his behaviour presented serious risk to himself and other pupils. There were instances of verbal and aggressive behaviour towards staff and damage to school property. As a result, trained staff had to use CALM physical interventions to protect him and others from danger on a number of occasions this term. When Daniel felt he was not in control of a situation, he was unable to self-regulate his emotional response and/or accept support to do this. De-escalation strategies did not always have a positive effect. Despite a number of preventative strategies being in place e.g. 5 Point Scale, Behaviour Flow Chart, Social Stories, Get Out of Class cards, Individualised Timetable with soft starts/early finishes, early breaks and lunches, Time Out and Down Time, Individualised Curriculum, targeted support for social communication skills and personal development, there were risks of harm towards other pupils and staff.

At an emergency Multi Agency Action Planning meeting, it was agreed by all present that Daniel was finding the school environment particularly challenging. It was recommended that therapeutic interventions were required to reduce Daniel's anxiety levels.

### Support Plan

Multi Agency Action Planning meetings and discussions focused on meeting Daniel's needs and ensuring his and other's safety. As a result of concerns that Daniel was at risk of exclusion, it was agreed by everyone supporting him that a Learning Pathway Plus was necessary. An application for funding to provide targeted therapeutic support from Aberlour Child Care Trust was submitted

### Strategies

Targeted therapeutic support from the Aberlour Child Care Trust

- to support Daniel to form and sustain relationships
- to help Daniel recognise his emotions and to self-regulate these; to understand the cause and effect of his behaviour
- to help Daniel communicate his feelings and emotions in an appropriate manner
- to plan activities based on Daniel's interests and skills to enable him to de-escalate when in a state of high arousal.
- to plan outdoor learning activities involving additional exercise, planning and decision making and opportunities to interact with others
- to identify an evidence-based approach for staff and pupils to implement when Daniel is in school

- to liaise with school staff and to work in partnership on strategies to support Daniel in school

### **Partnership working**

- Daniel and his parents, Depute Head Teacher Pupil Support, Principal Teacher of Additional Support for Learning, Enhanced Provision Teacher, Subject Teachers, Pupil Support Assistants, Pupil Support Worker, Educational Psychology Service, Social Work, Child and Adolescent Mental Health Service, Aberlour Child Care Trust

### **Successful outcomes**

- Daniel began to recognise his emotions and to use strategies to self-regulate
- Daniel's social and communication skills developed, enabling him to interact more positively with his peers and school staff
- Daniel was able to attend an increasing number of classes with support from Enhanced Provision staff
- The number of incidents involving verbal and aggressive behaviour reduced
- Aberlour Child Care Trust staff worked with school staff to develop their skills and confidence in meeting Daniel's needs

## Example 3: S3 girl with additional support needs arising from family circumstances

### Background

Eva has additional support needs arising from her family circumstances. From a very early age she experienced chaotic and traumatic experiences and was known to social work services because of parental drug abuse. Her father died from substance misuse when she was 4 years old. Eva's mother is now in a fairly stable relationship but substance misuse continues to be an issue. She has tried hard to provide a loving home for Eva but at times has found it difficult to provide the boundaries and consistency needed to manage Eva's behaviour. Over the years school staff in have worked hard to support Eva and her mother and interventions have been put in place. Most recently these have included alternative registration arrangements, strategies to de-escalate emotions, regular contact with a named member of staff for support, involvement from Pupil Support Worker. In the last few months, Eva's behaviour has become increasingly challenging both at home and in school and at times school staff have been concerned for the safety of others. She is disruptive in classes and refuses to engage in learning.

### Support Plan

At a MAAP meeting it was agreed that because Eva was at a high risk of disengagement from school, a Learning Pathway Plus should be considered.

In order to promote Eva's participation and inclusion in learning, a proposal was created which included community based services to develop

- skills for learning, life and work
- social and communication skills
- positive behaviour management

The proposal also included curricular enhancement related to health and wellbeing.

As more than one activity was being proposed, it was recognised that there was the potential for this to become a fragmented experience for Eva. Therefore, very careful consideration was given to exactly how each service provider was able to support Eva and meet her needs.

The team around Eva also had to carefully consider the impact that multiple activities and the introduction of several new adults would have on her health and wellbeing.

### Strategies

Targeted support from Aberdeen Foyer, Hand Pict by Penny and Mission Fitness Scotland

- to help Eva recognise her emotions and to self-regulate these; to understand the cause and effect of her behaviour
- to help Eva communicate her feelings and emotions in an appropriate manner
- to develop skills in sustaining relationships

- to develop her understanding of the importance of healthy nutrition and physical exercise in supporting positive mental health and wellbeing
- to build confidence and self-esteem
- to help her acknowledge what she is good at as she has a talent for drawing which she finds difficult to recognise
- to develop skills for learning, life and work
- to liaise with school staff and to work in partnership on strategies to support Eva in school

### **Partnership Working**

Eva and her mother, Depute Head Teacher Pupil Support, Principal Teacher of Additional Support for Learning, Subject Teachers, Educational Psychology Service, Pupil Support Worker, Social Work, Aberdeen Foyer, Hand Pict by Penny and Mission Fitness Scotland

### **Successful Outcomes**

- Eva's confidence and self-esteem increased
- Eva's social and emotional skills developed and she was able to sustain a number of positive relationships
- Increased engagement and participation in learning
- Eva was able to recognise her strengths, particularly with regards to art and physical fitness
- She began to consider opportunities for work experience that would help her to decide what she wanted to do when she left school