



From mountain to sea

# Guidance for Learning Pathways Plus

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August 2021



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<b>Version</b>	<b>Status</b>	<b>Date</b>	<b>Reason</b>
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3.0	Draft guidance	August 2016	Update to information including new terminology and providers list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3.2	Draft guidance	September 2017	Enable hyperlinks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
3.5	Guidance	June 2021	Update to information including staged intervention, Framework of Commissioned Services for Learning Pathways Plus and application forms
3.6	Guidance	August 2021	Update to process and to application forms

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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 a Learning Pathway Plus to meet learner's needs when all other interventions have been exhausted and there is a significant risk of the child or young person being placed in an out-of-authority school, out with their home community.

## 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. Scottish Government guidance *Included, Engaged, Involved 2 (2017)* gives a stronger focus on approaches that can be used to prevent the need for exclusion, ensuring all children and young people are included, engaged and involved in their education.

## What is a Learning Pathway Plus?

A Learning Pathway Plus is a centrally funded arrangement for the commissioning of additional Third Sector/independent services to meet the needs of children and young people, identified through the Multi-agency Child Planning process who are at risk of being placed in an out-of-authority school, out with their home community. Children and young people in this situation will be at Level 3 of the Staged Intervention process. Appendix 1 details a full overview of the Staged Intervention Model.

When a decision has been made at a Multi-agency Child Planning meeting that a Learning Pathway Plus may be required to achieve an educational objective through the process, the proposal should be made and submitted for approval to the school's Quality Improvement Officer prior to submission 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 at risk of being placed in an out-of-authority school out with their home community, 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 centrally funded arrangement would be appropriate only after there is clear evidence that all other staged intervention processes and multi-agency supports have been exhausted 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 be at Stage 3 of the Staged Intervention framework and they will have a Child's Plan developed through the Multi-agency Child's Planning process. The prompt questions below should be considered as part of this process:

- Is there a clear purpose for the activity?
- What do we want the child to get out of it?
- Will there still be regular nurture/interaction between the school and the child? How will we maintain this?
- If there is more than one Learning Pathway Plus activity what impact might this have on the child?
- Will there be core link relationships? Impact on relationships?
- To what extent might the Learning Pathway Plus arrangement impact on the child's sense of belonging with the school?

Consideration should also be given to the following factors:

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
Looked After Child (LAC)	Impact of pathway on care arrangements

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 must be submitted as part of the evidence supporting a Learning Pathway Plus proposal and included in the Child's Plan and associated Multi-Agency Child's Plan Meeting minutes.

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

1. A **Multi-Agency Child's Planning Meeting** 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 Plus to find appropriate services in the area.

**In cases where the Child and Adolescent Mental Health Service (CAMHS) is involved with the child or young person, therapeutic interventions should only be commissioned following appropriate liaison with the relevant CAMHS practitioner through the Multi-Agency Child's Planning process.**

## 2. An Individual Education Plan

3. A detailed and fully costed **Learning Pathway Plus application** identifying the support/service that is to be commissioned. All providers of supports/services that are being considered for commission must be listed. Supporting documentation as detailed in Appendix3 must be included.
4. A **risk assessment** by the Head Teacher / Depute Head Teacher assessing whether the proposed activity/activities should go ahead in light of the child or young person's health and wellbeing. If appropriate an off site risk assessment and / or behaviour risk assessment should also be completed.

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.
5. A **risk assessment** by the service provider on the activities / interventions to be undertaken as part of the service to be provided. If appropriate an off site risk assessment and / or behaviour risk assessment should also be completed.
  6. A **quote** on headed paper (electronic) for the commissioned service, must be supplied with the Learning Pathway Plus proposal in order that a Purchase Order can be raised. This must include the timeframe within which the activities/interventions are to take place.
  7. **Evidence of agreement** from the Quality Improvement Officer for the Learning Pathway Plus proposal must be submitted (electronic).

**Evidence of steps 1- 7 must be submitted as part of the application to the Principal Educational Psychologist for 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 and PTU 500 forms associated with the Learning Pathway Plus to be agreed and authorised by the Quality Improvement Officer for the school.

Please note that a separate process is required for making an application to continue an existing Learning Pathway Plus. The process for this is outlined under 'Monitoring and Review' on page 7.

## **Roles and Responsibilities**

The Head Teacher/ Depute Head Teacher is responsible for developing and delivering the curriculum for individual children and young people, including those at risk of being placed in an out-of-authority school, out with their home community.

The Head Teacher / Depute Head Teacher 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, Child Protection, Equalities, and Additional Support Needs 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 / Depute Head Teacher 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 should be regularly monitored and reviewed through Multi-Agency Child's Planning meetings. The Child's Plan and Multi-Agency Child's Planning meeting minutes should be forwarded to the Quality Improvement Officer 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).

**A Learning Pathway Plus is not intended to roll on without an end point as an embedded part of the child's curriculum.**

If through the Multi-Agency Child's Planning 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 Individual Education Plan, an application for continuation must be submitted to the Principal Education Psychologist for consideration and approval. The following steps should be undertaken:

1. The **Child's Plan and Multi-Agency Child's Planning Meeting minutes** at which the educational objectives of the existing Learning Pathway Plus were reviewed must be submitted along with an **application for continuation** (Appendix 4). The minutes 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.
2. A **quote** on headed paper (electronic) for the commissioned service. This must include the timeframe within which the activities/interventions are to take place. All providers of supports/services that are being considered for commission must be listed.
3. **If there are any changes to the existing targets** within the Learning Pathway Plus then the **Individual Education Plan** must be submitted.
4. In addition, **if there are significant changes** to the way in which the service is being delivered, the following are also required:

**School Risk Assessment**

**Service Provider's Risk Assessment**

5. **Evidence of agreement** from the Quality Improvement Officer for the continuation of the Learning Pathway Plus must be submitted (electronic).

Evidence of steps 1- 5 must be submitted as part of the application for the continuation of the Learning Pathway Plus to the Principal Educational Psychologist for approval via [learningpathwaysplus@aberdeenshire.gov.uk](mailto:learningpathwaysplus@aberdeenshire.gov.uk)

**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 1: Staged Intervention

Staged Intervention Model: Support Level Guidance – Provision	Level
<b>Universal Support (Level 0)</b> <ul style="list-style-type: none"> <li>Class level with ASL teacher advice/consultation within school</li> <li>Within class adaptation, no other support required</li> <li>All resources provided within the class/school</li> </ul>	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 <a href="#">Dyslexia Toolkit</a> )	
English as an Additional Language (EAL) advice	
Autism friendly environment	
Whole school approach to positive behaviour including restorative practice	
CALM theory has been completed	
Use of Total Communication Policy	
Use of visual supports (Widgit - Communicate: In Print) should be used for visual timetables etc.	
Personal learning planning incorporating differentiated curricular resources	
Nurturing environment and positive relationships	
Robust assessment arrangements linked to tracking, monitoring and reporting	
Additional Support for Learning (ASL) advice and consultation	
<b>Targeted Support (Level 1)</b> In addition to support available at Level 0: <ul style="list-style-type: none"> <li>School level with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention</li> <li>Advice if required from Enhanced Provision / Education &amp; Children's Services (ECS) specialist services</li> <li>Curriculum adaptation</li> <li>All resources provided within the class/school</li> </ul>	1
Children and young people may access targeted individual / group intervention	
Assessment and intervention by Additional Support for Learning (ASL) teacher	
Targeted support from Pupil Support Assistant (PSA)	
Professional dialogue with Educational Psychology Service	
Advice and consultation from Sensory Support Services	
English as an Additional Language (EAL) advice and consultation/ targeted support	
Informal advice from Aberdeenshire Special Technology Service (ASPECTS)	
Supervised extra time, separate accommodation, digital papers for assessment e.g SQA, formal assessment	
Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start	
Alternative strategies to de-escalate emotion or behaviour	
Use of Makaton	
Access to quiet area/ sensory room	
Outreach provided by Enhanced Provision	
<b>Targeted Plus Support (Level 2)</b> In addition to Level 1: <ul style="list-style-type: none"> <li>School level</li> <li>Advice if required from Community Resource Hub / Education &amp; Children's Services (ECS) specialist services</li> </ul>	2

<ul style="list-style-type: none"> <li>Some resources accessed from outwith the school</li> </ul>	
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	
Adapted timetable arrangements to facilitate targeted support	
Enhanced Provision in-reach,	
Single Agency Assessment and Child's Plan	
Targeted speech, language and communication intervention in accordance with IEP targets	
Targeted literacy intervention in accordance with IEP targets	
English as an Additional Language (EAL) – targeted support in response to additional support need (other than EAL)	
Targeted support from Sensory Services	
Targeted support for assessment e.g. reading, scribing	
Targeted enhanced transition planning at key stages	
Outreach support provided by Community Resource Hub	
Access to a personalised curriculum to support social, emotional and life skills development e.g. RDA, swimming, community visits	
Formal consultation with Educational Psychology may be appropriate	
Formal consultation with Aberdeenshire Special Technology Service (ASPECTS) which may lead to targeted intervention	
Targeted intervention from Community Learning and Development (CLD) in accordance with Child's Plan	
Targeted intervention from IPT, PSW and school counsellors in accordance with the Child's Plan	
Short term individual tuition may be authorised by Inclusion, Equity and Wellbeing Team	
<b>Intensive Support (Level 3)</b> In addition to Level 2: <b>Intensive Targeted Support:</b> <ul style="list-style-type: none"> <li>Multi-agency action as required</li> </ul>	<b>3</b>
Multi-agency assessment and Child's Plan	
Coordinated Support Plan where appropriate	
Alternative and augmentative communication system	
Regular targeted support required to attend to care needs	
Targeted programs of work by education staff under the guidance of NHS staff	
In-reach support provided by Community Resource Hub	
Targeted support to develop social, emotional and life skills through the implementation of LPP	

## **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

<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>
The Seed Box T: 01330 828131				1	1	1
SACRO T: 01224 560550	1	1	1	1	1	1
Grampian Autistic Society T: 01224 277900	1	1	1	1	1	1
Aberlour CCT T: 01224 714210			1, 3, & 4	1, 3, & 4	1, 3, & 4	1, 3, & 4
Jill Birch T: 07969 866546					3	
Aberdeen Foyer 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) T: 07429 538484	3	3	3	3	3	3
Aberdeen FC Community Trust T: 01224 650400	1 & 4	1 & 4	1 & 4	1 & 4		
Station House Media Unit T: 01224 515013	4	4	1 & 4	1 & 4	4	1 & 4
The Brave Outdoors T: 07875 466327		1				
SensationALL T: 01224 746699	1 & 2	1 & 2	1 & 2	1 & 2	1 & 2	1 & 2
Mission Fitness Scotland 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 T: 07512 263698	3		3	3	3	
Sticks & Stones Therapeutic Forest School CIC T: 07802 545866					2 & 3	2 & 3
Relax Kids – Sharon Speirs T: 07990 611223 or 01464 821299			1 & 4	1 & 4	1 & 4	
Lindsey Duncan T: 07884 000986			3	3	3	
Hand Pict by Penny T: 07935 720982			1 & 4	1 & 4	1 & 4	1 & 4
Gordon Riding for the Disabled T: 07710 533635	3	3	3	3		
Woodlands4Kids/Gardening4Kids T: 01651 873565			3	3		
Ishbel Mollison 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 T: 07779 253860	1 & 4		1 & 4			
Sport Aberdeen/Adventure Aberdeen T: 01224 270990	1 & 3	1 & 3	1 & 3	1 & 3	1 & 3	1 & 3
ELM Music T: 07969876483				2	2	
Grampian Music Therapy T: 07985 266109	2	2	2	2	2	2
Sounds Light Sensory 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 Application

The purpose of a Learning Pathway Plus at stage 3 of the staged intervention process is to meet learner’s needs when all other interventions have been exhausted and there is a significant risk of the child or young person being placed in an out-of-authority school, out with their home community.

A Learning Pathway Plus is targeted support delivered in exceptional circumstances and is part of the Multi-Agency Child’s Planning process. There must be an evident and agreed means of designing, monitoring and recording a programme of learning activities for the school week.

**A Learning Pathway Plus is not**

- a supplement for day to day learning and teaching
- intended to roll on without an end point as an embedded part of the child’s curriculum.

**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. With reference to Aberdeenshire's staged assessment and intervention procedure, please provide an overview of the support provided to-date, and the impact of this support**

**3. Purpose of Learning Pathway Plus (Why is it being requested and what will it achieve?):**

**Supporting documents REQUIRED to be submitted electronically:**

- 1. Child’s Plan and Multi-Agency Child’s Planning meeting minute including agreement for proposed commissioned service / support
- 2. Individual Education Plan
- 3. Appendix 3 of this document complete
- 4. School Risk Assessment
- 5. Service Provider’s Risk Assessment
- 6. Quote for commissioned service costs including timescales and provider transport costs
- 7. Quality Improvement Officer approval

<b>Funding Proposal</b> <i>e.g. 4 days at X, 1 day at Y</i>	
<b>Costs for each service provider</b> (including transport for service provider)  <b>All providers of supports/services that are being considered for commission must be listed.</b>	
<b>Total Cost</b>	
Application to be emailed to <a href="mailto:learningpathwaysplus@aberdeenshire.gov.uk">learningpathwaysplus@aberdeenshire.gov.uk</a> for consideration by the Principal Educational Psychologist.	
<b>Transport costs and Public Transport Unit (PTU) 500 forms associated with the Learning Pathway Plus to be agreed and authorised by the Quality Improvement Officer for the school.</b>	

## 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: Application to Continue an Existing Learning Pathway Plus

If through the Multi-Agency Child's Planning 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 Individual Education Plan, an application for continuation must be submitted to the Principal Education Psychologist for consideration and approval.

### A Learning Pathway Plus is not

- a supplement for day to day learning and teaching
- intended to roll on without an end point as an embedded part of the child's curriculum.

### 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:**

**Date when original LPP arrangement came into place:**

**Number of times LPP been re-approved:**

**2. Describe the impact of the Learning Pathway Plus to-date:**

**3. Purpose of Continuing Learning Pathway Plus (Why is it being requested and what will it achieve?):**

**What is the exit plan for the Learning Pathway Plus arrangement?**



**Supporting documents REQUIRED to be submitted electronically:**

- 1. The **Child’s Plan and Multi-Agency Child’s Planning Meeting minutes** at which the educational objectives of the existing Learning Pathway Plus were reviewed. The minutes 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.
  
- 2. A **quote** on headed paper (electronic) for the commissioned service. This must include transport for the service provider and the timeframe within which the activities/interventions are to take place. All providers of supports/services that are being considered for commission must be listed.

**If there are any changes to the existing targets** within the Learning Pathway Plus

- 3. **Individual Education Plan**

**If there are significant changes to the way in which the service is being delivered** the following are also required:

- 4. **School Risk Assessment**
  
- 5. **Service Provider’s Risk Assessment**
  
- 6. **Evidence of agreement** from the Quality Improvement Officer for the continuation of the Learning Pathway Plus (electronic).

<p><b>Funding Proposal</b>  <i>e.g. 4 days at X, 1 day at Y</i></p>	
<p><b>Costs for each service provider</b>                  (including transport for service provider)</p>	

<p><b>All providers of supports/services that are being considered for commission must be listed.</b></p>	<p>-</p>
<p><b>Total Cost</b></p>	
<p>Application to be emailed to <a href="mailto:learningpathwaysplus@aberdeenshire.gov.uk">learningpathwaysplus@aberdeenshire.gov.uk</a> for consideration by the Principal Educational Psychologist.</p>	
<p><b>Transport costs and Public Transport Unit (PTU) 500 forms associated with the Learning Pathway Plus to be agreed and authorised by the Quality Improvement Officer for the school.</b></p>	

## **Appendix 5: Examples of Learning Pathways Plus**

### **Example 1**

#### **Background**

Liam has experienced significant adversity throughout his life including bereavement at a very young age and physical harm at home. When he was in primary 3, he moved into care and family contact continued for several years. However, contact was inconsistent and recently broke down completely. Liam is now in Primary 6. He will never return home and has now been made aware of this.

There have been ongoing concerns for Liam's mental health and these have increased. At times he can be very angry and he finds it difficult to manage his emotions. He is keen to fit in with his peers but can behave inappropriately to get their attention and this makes it hard for him to build and sustain relationships. His anxiety levels are high and this is impacting all areas of his life. Recently he has engaged in self-harming behaviour and has been expressing suicidal thoughts.

Liam is overweight and this is now impacting on his self-confidence. His foster carers support him to engage in regular exercise but he is reluctant to do so and finds it hard to make healthy dietary choices.

Liam has a learning disability and his curriculum is already highly differentiated with individualised learning opportunities. Throughout primary school he has accessed mainstream classes with support as well as groups within enhanced provision. However he is not currently accessing mainstream classes and is becoming more and more reluctant to engage in small group activities.

#### **Support Plan**

Multi Agency Child Planning meetings and discussions focused on meeting Liam's needs and ensuring his safety. He already accesses a high level of support, including Social Work and Aberdeenshire Children's Rights Team who provide advocacy. Child and Adolescent Mental Health Service continue to support Liam. The Educational Psychology Service review Liam's progress and help plan next steps in his learning. The School Nursing Team meet with Liam and provide support as and when needed.

Liam's current plan includes some time in mainstream classes with support, some time in targeted classes, some additional and enhanced sessions with his social worker and key worker. It was acknowledged that he was finding it particularly difficult to express and manage his emotions and it was agreed by everyone supporting Liam that a Learning Pathway Plus should be considered. An application for funding to provide once weekly music therapy sessions as part of Liam's current learning pathway was made.

## **Strategies**

Targeted therapeutic support from Grampian Music Therapy

- to ease anxiety
- to express emotions
- to develop appropriate self-soothing techniques.

## **Partnership working**

Liam, Foster Carers, Head Teacher, Depute Head Teacher, Class Teacher, Enhanced Provision Teacher, Pupil Support Assistants, Educational Psychology Service, Social Work, Aberdeenshire Children's Rights Team, Child and Adolescent Mental Health Service School Nursing Team

## **Successful outcomes**

- Liam engaged well in the music therapy sessions and this impacted positively on his experiences both in school and out of school.
- He has been more settled and is beginning to be able to self-regulate his behaviour in some situations.
- 'Mood playlists' were created as a means of supporting him to discuss his emotions and as a result he began to talk about how he is feeling more openly

## **Example 2      Background**

Sophie took part in an extended transition programme to support her to make the move from primary to secondary. At the beginning of S1 her 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, Sophie found it increasingly difficult to manage her emotions and self-regulate. At times her behaviour presented serious risk to herself 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 her and others from danger on a number of occasions this term. When Sophie felt she was not in control of a situation, she was unable to self-regulate her 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 Child Planning meeting, it was agreed by all present that Sophie was finding the school environment particularly challenging. It was recommended that therapeutic interventions were required to reduce Sophie's anxiety levels.

### **Support Plan**

Multi Agency Child Planning meetings and discussions focused on meeting Sophie's needs and ensuring her and other's safety. It was agreed by everyone supporting her 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 Sophie to form and sustain relationships
- to help Sophie recognise her emotions and to self-regulate these; to understand the cause and effect of her behaviour
- to help Sophie communicate her feelings and emotions in an appropriate manner
- to plan activities based on Sophie's interests and skills to enable her 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 Sophie is in school
- to liaise with school staff and to work in partnership on strategies to support Sophie in school

### **Partnership working**

Sophie and her 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**

- Sophie began to recognise her emotions and to use strategies to self-regulate
- Sophie's social and communication skills developed, enabling her to interact more positively with her peers and school staff
- Sophie 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 Sophie's needs