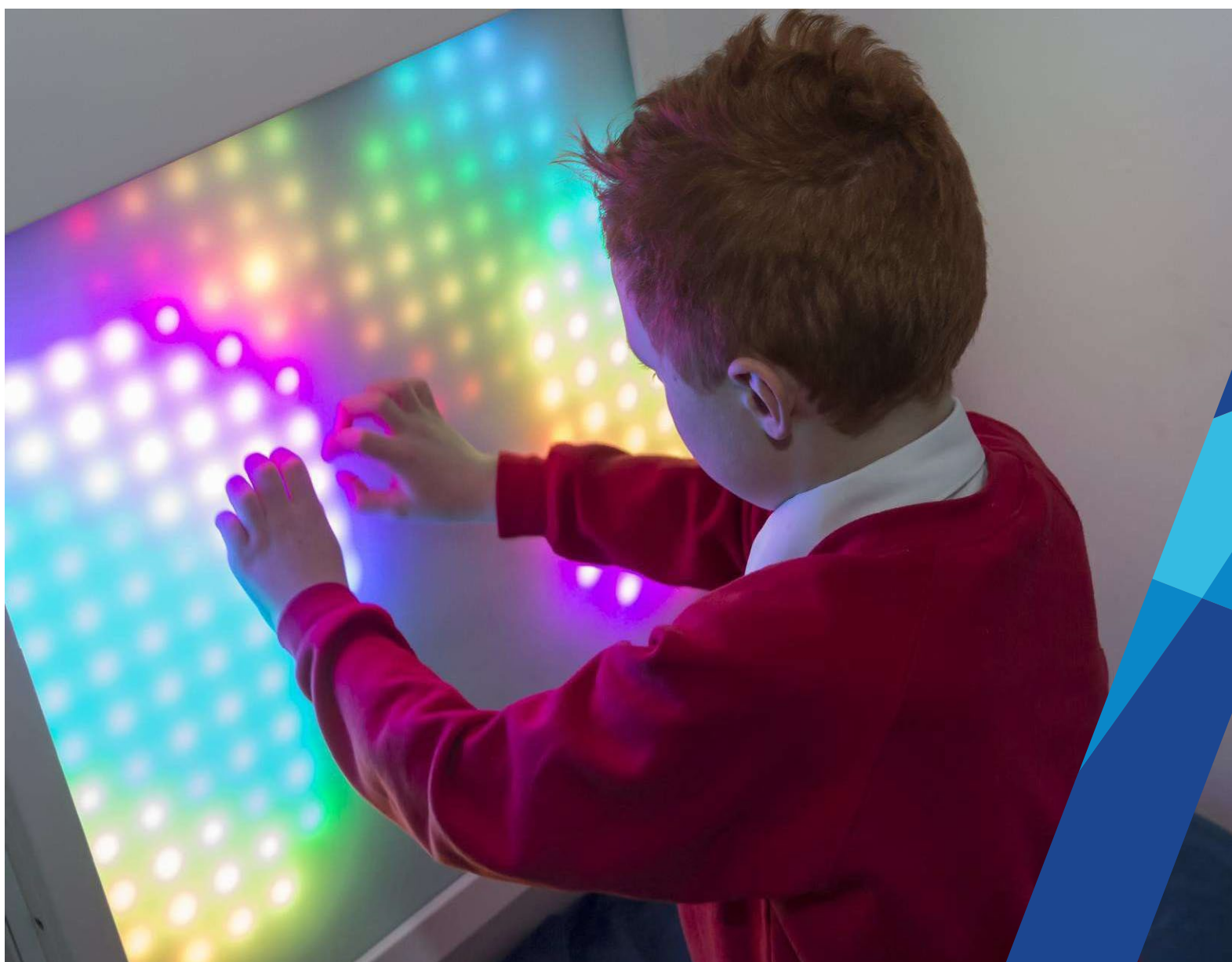


Learning Pathways Plus Guidance for Schools

April 2025



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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 **Intensive Targeted Stage 3** of the Staged Assessment and Intervention Process. Appendix 1 details a full overview of the Staged Assessment and Intervention Process.

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 learningpathwayplus@aberdeenshire.gov.uk for final approval by the Principal Educational Psychologist / Service Manager (IEW).

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 within school boundary or Service Provider's premises or grounds) 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 Intensive Targeted Stage 3 of the Staged Assessment and Intervention Process 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 Targeted Interventions Stages 1-3, 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 Individualised Education Programme

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 [Appendix 3](#) 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 Support Plan and 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 Support Plan and 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 / Service Manager (IEW) for approval via 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 Process.

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 the 'Monitoring and Review' section 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 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 Individualised Education Programme (IEP) should be regularly monitored and reviewed through Multi-Agency Child's Planning meetings.

A Learning Pathway Plus is not intended to roll on without an end point as an embedded part of the child's curriculum. Funding may only be granted for a maximum of one term at a time.

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 IEP, an application for

continuation must be submitted to the Principal Education Psychologist / Service Manager (IEW) for consideration and approval. The following steps should be undertaken:

1. The **multi-agency Child's Plan and Child's Planning Record of Meeting** 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 record of meeting 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 **Individualised Education Programme (IEP)** 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 Education Psychologist / Service Manager (IEW) for approval via learningpathwaysplus@aberdeenshire.gov.uk

Requests to continue Learning Pathway Plus arrangements should be submitted, together with supporting documentation, by the end of term.

Appendix 1: Staged Assessment and Intervention

<https://asn-aberdeenshire.org/wp-content/uploads/2025/03/Aberdeenshire-Staged-Assessment-and-Intervention-Process.pdf>

Staged Assessment and Intervention Process

Updated March 2025

The purpose of the staged assessment and intervention process is to ensure that pupil needs are supported early and by the least intrusive means. An Aberdeenshire wide approach ensures that the needs of children and young people are met in a fair, consistent and transparent way across all schools.

It is expected that a school implements all supports that are available at each stage before proceeding to the next, although it is recognised that not all supports will be relevant to all pupils (e.g. the EAL Service would not support a pupil with English as their first language).

For some pupils there will be a range of supports in place across different stages. Pupils should not automatically be recorded at the higher level. When determining which level these pupils should be recorded at, consideration must be given to the number of supports in place at each stage, as well as the frequency, intensity and likely duration of those supports. Context may also be relevant (e.g. the Children's Services Social Work Crisis Intervention Team may be supporting a family, but the support may be entirely around one child within that family and therefore siblings would not be recorded).

Further advice and guidance may be sought from the Inclusion, Equity & Wellbeing Team.

Staged Assessment and Intervention			
Stage	Definition	Education Supports	Multi-Agency Supports
Universal Stage 0	<p>Pupils supported through Universal Stage 0 are not recorded as having additional support needs on SEEMiS.</p> <p>Universal Stage 0 support is led by the class teacher. It is available to all children and young people and is rooted in the learning environment. It is characterised by:</p> <ul style="list-style-type: none"> • Staff using a range of high quality teaching, learning and assessment approaches • Effective use of resources for learning and specialist equipment. • The curriculum and learning experiences being skilfully differentiated to ensure appropriate pace and challenge for all learners. • Pupils having a voice in planning what and how they learn. • Great value being placed on relationships. 	<ul style="list-style-type: none"> • CIRCLE Inclusive Classroom Scale • CIRCLE Pupil Participation Scale • HGios4 Quality Indicators • Viva Arcadia • IEW ASN Website • Educational Psychology Service Website • Mental Health Hub • Play Pedagogy Hub • Understanding and Supporting Autistic Learners Professional Learning Framework • Understanding Sensory Behaviours ALDO course • Dyslexia Toolkit • Trauma Informed Professional Learning Framework 	<ul style="list-style-type: none"> • School Nurse (general) • GIRFEC website

Universal Stage 0 Conti	<ul style="list-style-type: none"> • Staff knowing and responding well to the individual needs of pupils, and promoting and supporting their physical and mental health. • Everyone being treated fairly and with respect, and feeling safe and cared for. • Pupils having a sense of belonging and the opportunity to influence all aspects of school life. • Pupils knowing what is expected of them and their efforts are recognised <p>Aberdeenshire's universal offer to all children and young people explained in the following document Inclusion in Aberdeenshire Schools . Our offer includes:</p> <ul style="list-style-type: none"> • Solution-focused approaches to overcoming barriers to inclusion • Use of the CIRCLE resource to support inclusive learning and collaborative working. This includes use of the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale for individual pupils. • Play based learning and play-based pedagogy • Staff having the knowledge and skills to understand and support autistic learners • Staff being trauma-informed and understanding and embedding the universal nurture principles in their daily practice • Staff who are able to identify and respond to difficulties that pupils with dyslexia may encounter • A supportive and effective communication environment which uses every means of communication available for people to understand and be understood • Use of restorative approaches to restore and maintain good relationships when there has been conflict and harm • Culturally responsive classrooms which strive to connect pupils' cultures, languages and life experiences with what they learn in school 	<ul style="list-style-type: none"> • Inclusive Communication Framework • Culturally responsive schools toolkit • CLPL Hub • A whole school approach to mental health and wellbeing self-evaluation toolkit • National Practice Model • School Counselling (self-referral) <p>Advice and guidance is available from:</p> <ul style="list-style-type: none"> • School senior leadership team • Teacher of ASL • School Pastoral / Wellbeing Team 	
Targeted Stage 1	<p>Pupils at Stage 1 are assessed as having additional support needs and recorded on SEEMiS.</p> <p>Targeted Level 1 refers to school-based supports. Class Teachers will have implemented a range of strategies, approaches or adaptations using the relevant supports outlined in Stage 0. It will have been agreed that the pupil</p>	<ul style="list-style-type: none"> • Framework of Interventions • Professional Consultation with Educational Psychologist • Advice and consultation from Sensory Support Service 	<ul style="list-style-type: none"> • School nurse (direct targeted) • Virtual Head Teacher advice and consultation

Targeted Stage 1 Conti	<p>requires additional focused adult support over and above these supports.</p>	<ul style="list-style-type: none"> • Advice, consultation and direct support from English as an Additional Language (EAL Service) • Informal advice from Aberdeenshire Special Technology Service (ASPECTS) • Advice and consultation from Enhanced Provision School • School Counselling (referral by school) • Assessment and Intervention by ASL Teacher • Targeted PSA support • Enhanced transition planning at key stages • Individual / small group adult support for learning or wellbeing • Supervised extra time, separate accommodation, digital papers for assessment e.g. SQA, formal assessment • Individual / alternative registration arrangements e.g. Soft Start • A sensory diet with access to sensory spaces outwith the classroom • Regular administration of controlled medication 	
Enhanced Targeted Stage 2	<p>Schools should have exhausted all relevant stage 0 and 1 supports before proceeding to stage 2 supports.</p> <p>Pupils who are recorded at stage 2 will have substantial barriers to learning that require an enhanced level of support, and usually the formal involvement of education outreach and specialist support services.</p>	<ul style="list-style-type: none"> • Planning documentation in place: <ul style="list-style-type: none"> - All: Individualised Education Programme and / or Single or multi-agency child's plan - Some: Intimate Care Protocol, Moving and Handling Plan, Personal Emergency Evaluation Plan, Behaviour Support Plan, Risk Assessment 	<ul style="list-style-type: none"> • Virtual Head Teacher intensive support • Children's Services Social Work Wellbeing Team intervention • Initial family support from social work or voluntary sector partners • Blocks of direct therapy from allied health professionals

Enhanced Targeted Stage 2 Conti		<ul style="list-style-type: none"> - Some: Co-ordinated support plan • Boxall Profile to inform targeted nurture intervention • Off-site individual tuition • Alternative and augmentative communication system • Enhanced Provision placement (full-time or blended) • Targeted Enhanced Provision support: <ul style="list-style-type: none"> - Enhanced Provision Outreach Practitioner, - Pupil Wellbeing Worker, - Nature Nurture Practitioner, - Ringfenced P1/2 PSA hours • Outreach support from Complex Needs Provision • Educational Psychology – Formal Consultation / ongoing involvement in single or multi-agency planning processes • Targeted support from EAL Service • Targeted support from Sensory Support Service 	<ul style="list-style-type: none"> • Community based Mental Health and Wellbeing direct support (e.g. SAMH Time for Me) • Tier 3 support CAMHS from mental health practitioners NHS Scotland CAMHS Model (2).pdf • Liaison with multi-agency partners through child's planning processes
Intensive Targeted Stage 3	<p>A very small proportion of children and young people require both an intensive level of support and a high degree of specialist support.</p>	<ul style="list-style-type: none"> • Planning documentation in place: <ul style="list-style-type: none"> - All: Individual Education Programme and Child's Plan - Some: Care Plan, Moving and Handling Plan, Personal Emergency Evaluation Plan, Behaviour Support Plan, Risk Assessment) - Some: Co-ordinated Support Plan • Complex Needs Provision place (Integrated and Freestanding, full time or blended) • Learning Pathway Plus provision 	<ul style="list-style-type: none"> • A 1-1 programme devised by Allied Health Professionals designed to meet defined therapeutic goals and delivered by education staff • NHS protocols in place for complex health needs (e.g. Tracheostomy, Tube feeding) • Children's Services Social Work Crisis Intervention support

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 – Offsite (Outdoor Learning)

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

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)

Lot 1 - Community Based Services

- To provide intensive outreach services and support to children/young people with additional support needs (ASN) and their families and to promote participation and inclusion in education.
- This service will be provided through one-to-one support.
- Working locations can vary between working within the child/young person's community and school locations.

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.

Staffing

In addition to the staffing information detailed below under "All Lots":

- Staff/volunteers must have the ability to travel to schools within the chosen Cluster/s.

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 support.
- These therapeutic interventions can take place at school or offsite locations.

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

- Play Therapy
- Art therapy /Art Psychotherapy
- Music therapy
- Drama therapy

Staffing

In addition to the staffing information detailed on page 5 for all Lots:

- Relevant training and qualification, which is likely to include registration with the Health and Care Professions Council (HCPC)
- Staff/volunteers must have the ability to travel to schools within the chosen Cluster/s

Lot 3 - Curricular Enhancement – Offsite (Outdoor Learning)

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

- To provide a Curricular Enhancement through outdoor learning activities to enhance the Health and Wellbeing curricular offer for children and young people with additional support needs (ASN).
- This service will be provided through one-to-one support.

The support provided will include

- The provision of Outdoor Learning by a Forest Leader level 3 or above on an individual or small group basis.

Staffing

In addition to the staffing information detailed on page 5 for all Lots:

- Relevant training and qualifications (including Level 3 Certificate in Forest School Leadership or above)
- As with Level 3 requirements, staff/volunteers will be teachers, support assistants, nurses etc. with relevant experience and will also hold a first aid paediatric certificate with an outdoor element.
- Staff/volunteers must have the ability to travel to schools within the chosen Cluster/s.

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 Wellbeing 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.
- Working location will be within the school boundary, including outdoor areas or within the service providers premises or grounds.

The support provided may include

- A range of services to enhance the Health and Wellbeing curricular offer, such as arts interventions (music, drama, art, dance), mindfulness, yoga, sensory programmes, horse-riding (including Riding for the Disabled (RDA)), sports and leisure.

All Lots

Service Provision

- The service will be provided for school aged children and young people within school hours (9.00am – 3.30pm), during term time only.
- Referrals for service provision will come from schools through recommendations made through the Child's Plan process and approved by the Principal Educational Psychologist / Service Manager (Inclusion, Equity & Wellbeing).
- Services will not begin until they have been approved by the Principal Educational Psychologist / Service Manager (Inclusion, Equity & Wellbeing).

Staffing

In addition to any specific requirements detailed in the individual lots above, the following is expected of all service providers:

- Ability to demonstrate that satisfactory PVG checks have been undertaken for staff/volunteers.
- Staff/volunteers will be suitably trained, experienced, and relevantly qualified in supporting children with additional support needs.
- The service provider will demonstrate that they support and supervise all staff/volunteers.
- The service provider will detail the Child Protection training that staff/volunteers undertake and demonstrate that staff/volunteers understand the Child Protection in Education procedures in Aberdeenshire.

Expectations of Service Providers

- Aberdeenshire Council and the relevant school expects regular reports and ongoing feedback from the service provider on the outcomes and impact of the provided services.
- Service provider participation in Child's Plan processes may be sought. Where this is required the Child's Plan Meeting costs will be covered by the commissioned service costs for example, if six sessions are agreed, five would be direct work with the child(ren)/young person/people and one would be for report writing and/or attending a Child's Plan meeting.
- The relevant school will be responsible for the initial risk assessment, prior to making a referral for a service. Prior to the service starting, the risk assessment will be updated by the relevant school and will involve the service provider.
- The service provider will carry out a risk assessment on the activities/interventions to be undertaken as part of the service to be provided.
- Aberdeenshire Council expects that should there be any updates required to the service providers risk assessment that it will be the responsibility of the service provider to update and to inform the Aberdeenshire Council and the relevant school of any changes to the risks identified promptly.
- Aberdeenshire Council expects the providers 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 ASN legislation (Additional Support Needs).

Appropriate Clothing

- It will be the expectation for the school and parents/carers of the child/young person to supply the appropriate day-to-day clothing.
- Specialist clothing related to Health & Safety 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 out with 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 / Service Manager, Inclusion, Equity and Wellbeing.

Framework for Learning Pathways Plus (LPP)

Service Providers - Geographical Spread

Lot Number	Lot Name	Service provided under Lot
1	Community Based Services	Provide intensive outreach services and support.
2	Therapeutic Interventions	Provide specialist Psychological/Arts Therapies.
3	Curricular Enhancement (Outdoor Learning)	Provide Curricular Enhancement through outdoor learning activities.
4	Curricular Enhancement (Onsite) not Outdoor Learning	Provide Curricular Enhancement through a range of services not ordinarily offered by the school or cluster

The information below details which Lot/s each provider is offering and in which locations. A short description of each service provider has been added however, this is only a brief summary, and schools are encouraged to contact providers directly for a more detailed account on the service/s they provide.

Provider (Name & Contact details)	Service provided	Lot/s Provided	Area's service is provided in
Aberdeen Foyer Marywell Centre Marywell Street Aberdeen AB11 6JF Tel: 01224 212924 Email: info@aberdeenfoyer.com Web: https://www.aberdeenfoyer.com/	<p>Tailored 1:1/small-group support for young people (YP) aged 12–18 who face multiple and often complex challenges.</p> <p>Offering arts-based activities, mindfulness, sport, leisure programmes</p>	Lot 4	<ul style="list-style-type: none"> • Inverurie • Portlethen • Kemnay • Stonehaven • Meldrum • Westhill

Provider (Name & Contact details)	Service provided	Lot/s Provided	Area's service is provided in
Buchan Community Farm Ashyolds Maud Peterhead AB42 5RS Tel: 01358 701288 Email: buchancommunityfarm@gmail.com Web: N/A	Inclusive farm setting where children of all abilities work together, naturally fosters empathy, respect, and effective social interactions Develop independent individual skills. Help develop planning, decision making and perseverance skills.	Lot 4	<ul style="list-style-type: none"> • Banff • Ellon • Fraserburgh • Inverurie • Meldrum • Mintlaw • Peterhead • Turriff
Fireflies Nurture & Thrive 2 Ash Grove Osprey Village Inverurie AB51 6AT Tel: 07713250783 Email: jackie@firefliesnurtureandthrive.co.uk Web: https://www.firefliesnurtureandthrive.co.uk/	Outdoor nurture sessions, based on the principles of Forest School, centred around wellbeing and mindfulness. This service can be offered within local school communities or at a dedicated site at Methlick woods. Please note this service is only available for some of the clusters at Methlick woods only.	Lot 3	<ul style="list-style-type: none"> • Inverurie • Kemnay • Meldrum At Methlick woods only <ul style="list-style-type: none"> • Ellon • Mintlaw • Turriff
Jane Stratton (tutor & cognitive learning specialist) 49 Sandpiper Common Lesmahagow Lanark ML11 0GP Tel: 07507789519 Email: jane@giftedonline.co.uk Web: https://giftedonline.co.uk/	Curricular Enhancement service support the Health and Wellbeing curriculum for children and young people. Identify cognitive strengths and areas for development, enhances learning, confidence, and wellbeing. Develop key skills such as attention, processing speed, memory, and reasoning.	Lot 4	<ul style="list-style-type: none"> • Aboyne • Alford • Banchory • Banff • Ellon • Fraserburgh • Huntly • Inverurie • Kemnay • Laurencekirk • Meldrum • Mintlaw • Peterhead • Portlethen • Stonehaven • Turriff • Westhill

Provider (Name & Contact details)	Service provided	Lot/s Provided	Area's service is provided in
Murton Trust for Education & the Environment Murton Steading Arbroath Road Forfar DD8 2RZ Tel: 01307 819491 Email: murtontrust@murtontrust.org.uk Web: https://www.murtontrust.org.uk/	Offers bespoke and engaging outdoor based activities, including animal care. Emphasise is on increasing personal skills and the key importance of work in building resilience, maximising potential, promoting healthier choices, creating independence and fulfilling lifestyles. Creative sessions, learn new practical skills as well as building on self-confidence and working with others.	Lots 1, & 3	Lot 1 Areas
			<ul style="list-style-type: none"> • Laurencekirk • Portlethen • Stonehaven
			Lot 3 Area
Oakley ASN 15 Finella Grange West Cairnbeg Laurencekirk AB30 1SE Tel: 07548159319 Email: amanda@oakleyasn.org Web: https://oakleyasn.org/	Play Therapy, Art Therapy, and Music Therapy. Arts interventions mindfulness, yoga, sensory programmes, and sports or leisure activities. Emotional and social development, self-expression, emotional regulation, and developing social skills. Outdoor learning activities that enhance Health and Wellbeing. Please note that Oakley ASN are currently under development and only outreach within school communities is available at this time. The dedicated site at Laurencekirk has a projected availability date of October 2025.	Lots 3 & 4	<ul style="list-style-type: none"> • Laurencekirk • Portlethen • Stonehaven

Provider (Name & Contact details)	Service provided	Lot/s Provided	Area's service is provided in	
OWLS Kirknowes Craigievar Alford AB33 8JP Tel: 07444914708 Email: info@owls-learn.co.uk Web: https://www.owls-learn.co.uk/	Provides trauma sensitive intensive therapeutic support in a supported, flexible environment, building resilience, confidence, and emotional regulation through hands-on learning in nature. targeted therapeutic interventions, building relationships, emotional wellbeing orientation, holistic learning	Lot 3	<ul style="list-style-type: none"> • Aboyne • Alford • Banchory • Banff • Ellon • Fraserburgh • Huntly • Inverurie • Kemnay 	<ul style="list-style-type: none"> • Laurencekirk • Meldrum • Mintlaw • Peterhead • Portlethen • Stonehaven • Turriff • Westhill
SensationALL Old School House Westhill Road Westhill AB32 6FT Tel: 01224 746699 Email: info@SensationALL.org.uk Web: https://www.sensationall.org.uk/	Therapeutic sessions with a skilled practitioner. Develop confidence levels and enhance self-esteem. Build tolerance of new experiences, environments, people and the increase of self-awareness. Sensory diets, emotional awareness, and activities to enhance self-esteem and provide positive experiences	Lot 2	<ul style="list-style-type: none"> • Aboyne • Alford • Banchory • Ellon • Inverurie 	<ul style="list-style-type: none"> • Kemnay • Meldrum • Portlethen • Stonehaven • Westhill
Sport Aberdeen The Bridge Kings Wy Bridge of Don Aberdeen Tel: 01224 507729 Email: KMurray@sportaberdeen.co.uk Web: https://www.sportaberdeen.co.uk/	Encourages physical activity and exploration in natural environments. Trained staff can build positive relationships, offer individualized support, and create a sense of belonging. child-centered approach prioritizes individual needs, fostering achievement, health, active participation, nurturing, respect, inclusion, safety, and responsibility.	Lot 3	<ul style="list-style-type: none"> • Ellon • Inverurie • Kemnay • Meldrum 	<ul style="list-style-type: none"> • Portlethen • Stonehaven • Westhill

Provider (Name & Contact details)	Service provided	Lot/s Provided	Area's service is provided in
Station House Media Unit Station House Station Road Woodside Aberdeen AB24 2WB Tel: 01224 515013 Email: info@shmu.org.uk Web: https://www.shmu.org.uk/	Targeted outreach programme building confidence, communication, and employability skills through media-based activities. Practical, creative approach supports pupils struggling in traditional settings, fostering engagement, confidence, and achievement in a safe, inclusive environment.	Lots 1 & 4	Lot 1 Areas
			<ul style="list-style-type: none">• Aboyne• Alford• Banchory• Banff• Ellon• Fraserburgh• Huntly• Inverurie• Kemnay• Laurencekirk• Meldrum• Mintlaw
			Lot 4 Areas
			<ul style="list-style-type: none">• Alford• Banchory• Ellon• Inverurie• Kemnay• Meldrum• Portlethen• Stonehaven• Westhill
Waulkmill Menagerie Waulkmill Farm New Deer Turriff AB53 6UP Tel: 07983556389 Email: info@waulkmill.co.uk Web: https://www.waulkmill.co.uk/	Animal-based sessions in a safe outdoor space. Activities will enhance learning, build resilience, encourage kindness, respect and patience. Develop life skills, improve chances of progressing to further education/employment. Mental health and wellbeing will improve with confidence building and increasing self esteem.	Lots 1,3 & 4	Lot 1 Areas
			<ul style="list-style-type: none">• Banff• Ellon• Meldrum• Mintlaw• Peterhead
			Lots 3 & 4 Areas
			<ul style="list-style-type: none">• Banff• Ellon• Fraserburgh• Inverurie• Meldrum• Mintlaw• Peterhead• Turriff

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

Appendix 3: Stage 3 Learning Pathway Plus Application

The purpose of a Learning Pathway Plus at Stage 3 of the Staged Assessment and 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
Looked after Children	Impact of pathway on care arrangements

1. Child & young person / support liaison details	
Child / young person's name:	Click or tap here to enter text.
Date of birth:	Click or tap here to enter text.
Address:	Click or tap here to enter text.
School:	Click or tap here to enter text.

2. With reference to Aberdeenshire's Staged Assessment and Intervention Process, please provide an overview of the support provided to-date, and the impact of this support

Click or tap here to enter text.

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

Click or tap here to enter text.

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

- ☐ 1. Multi-agency Child's Plan and Child's Planning Record of Meeting including agreement for proposed commissioned service / support
- ☐ 2. Individualised Education Programme
- ☐ 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 transport costs (where relevant)
- ☐ 7. Quality Improvement Officer approval

Funding Proposal <i>e.g. 4 days at X, 1 day at Y</i>	Click or tap here to enter text.
Costs for each service provider (including transport costs (where relevant)) All providers of supports/services that are being considered for commission must be listed.	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
Total Cost	Click or tap here to enter text.
Application to be emailed to learningpathwaysplus@aberdeenshire.gov.uk for consideration by the Principal Educational Psychologist / Service Manager, Inclusion; Equity & Wellbeing.	
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.	

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	Click or tap here to enter text.
Attendance, engagement and participation	Click or tap here to enter text.
Programme content linked to objectives and outcomes	Click or tap here to enter text.
Progress towards objectives and outcomes of Learning Pathways Plus	Click or tap here to enter text.
Changes	Click or tap here to enter text.

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 learningpathwaysplus@aberdeenshire.gov.uk for consideration and approval.

A Learning Pathway Plus is a short-term intervention. It is not

- a supplement for day to day learning and teaching
- intended to roll on without an end point as an embedded part of a pupil's curriculum
- a long-term alternative to school attendance

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
Looked after Children	Impact of pathway on care arrangements

4. Child & young person / support liaison details	
Child / young person's name:	Click or tap here to enter text.
Date of birth:	Click or tap here to enter text.
Address:	Click or tap here to enter text.
School:	Click or tap here to enter text.
Date when original LPP arrangement came into place	Click or tap here to enter text.
Number of times LPP has been re-approved (if there is more than one commissioned provider, please indicate how many times each individual provision has been approved)	Click or tap here to enter text.

<p>5. Please describe the impact of the Learning Plus package to-date:</p> <p>Click or tap here to enter text.</p>
<p>6. Please explain the purpose of continuing the Learning Pathway Plus package with reference to expected outcomes for the pupil:</p> <p>Click or tap here to enter text.</p>
<p>7. Are any additional commissioned services being requested in addition to this continuation? If so, please state which provider is being requested and why, with reference to expected outcomes for the pupil:</p> <p>Click or tap here to enter text.</p>
<p>8. What is the exit plan for the Learning Pathway Plus arrangement?</p> <p>Click or tap here to enter text.</p>

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

- ☐ 1. The **Multi-agency Child's Plan and Child's Planning Record of Meeting** 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. **Individualised Education Programme**

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).

Funding Proposal <i>e.g. 4 days at X, 1 day at Y</i>	Click or tap here to enter text.
Costs for each service provider (including transport costs (where relevant)) All providers of supports/services that are being considered for	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.

commission must be listed.	Click or tap here to enter text.
Total Cost	Click or tap here to enter text.
Application to be emailed to learningpathwaysplus@aberdeenshire.gov.uk for consideration by the Principal Educational Psychologist.	
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.	

Learning Pathway Plus Guidance for Schools Updates

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
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
3.7	Guidance	June 2024	Update to information including staged intervention and Framework of Commissioned Services
3.8	Guidance	October 2024	Update to timeline for applying for continuation of a Learning Pathway Plus funding, and updated staged intervention process.
3.9	Guidance	April 2025	Update to provider list and information, following LPP Tender process and renewal of Service Provider Framework. Update to Staged Assessment and Intervention Process.