

# The Out of School Learners' Support Pack

August 2017



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# INTRODUCTION

The Highland Council recognises that education is a key aspect of parental choice. Every child has a right to an education and it is the duty of the parent of every school age child to provide that education, either by sending the child to school, or by other means.

This pack has been prepared to assist families who are educating their children by other means, or if their child has a long-term illness which means school attendance is infrequent, or due to life-style choice. The information in this pack is not exhaustive. It has been collated, but the availability and quality of sites cannot be guaranteed as they can change at any time.

The resource will be reviewed annually, but we would welcome any comments, suggestions or amendments you wish to send us! Please email: [jane.baines@highland.gov.uk](mailto:jane.baines@highland.gov.uk)

Highland Council representatives would welcome your thoughts on ways to improve support for out of school learners.

This pack is also available on the [Highland Council Website](#)

If you wish to have this information in an alternative format, please contact us for this to be arranged.

# FREQUENTLY ASKED QUESTIONS

## **What Is The Legal Position?**

See [Guidance Pages](#)

## **How Do I Withdraw My Child From Education?**

See [Guidance Pages](#)

## **Will The Highland Council Contact Me If I Am Home Educating?**

The Highland Council will contact you, usually on an annual basis, to see how the home education of your child is progressing, to offer advice and support and to answer any questions you may have. If there are concerns about the education being provided, contact may be made more often to help you improve the education you are providing.

You should also feel free to contact your Area Care and Learning Office at any time for information and advice.

## **What Are The Differences Between Home Education And Home Tuition?**

Home Education is a separation from the Authority with the parents being responsible for the education of their child. Home Tuition is a service offered to some pupils due to their Additional Needs on a short-term basis to support their education until they can return to school.

## **Will the local authority provide a tutor?**

Providing a tutor will be dependent on the needs of the child or young person.

## **Will the local authority provide work?**

No. If families ask for specific advice guidance will be offered.

## **Will a school provide work?**

No. A child who is home educated is not registered in any school.

## **What Support Is Available From The Highland Council?**

[See Guidance Pages](#)

### **Are we entitled to financial support? Is there a grant?**

No. Some educational charities may be able to help with a specific request. See grant information in library for further information. Pupils over the age of 16 in home education are entitled to an [Education Maintenance Award](#).

### **Does the local authority pay exam fees, centre fees, and work experience insurance?**

No.

### **Does The Highland Council loan resources?**

It may be possible for your Highland council contact to arrange the loan of some resources on a time limited basis. The Highland Council Resource Service will also be offered to you through your local contact.

### **Will my child need to access examinations and if I choose to present my child how is this arranged?**

[Guidance Pages](#)

### **If I think my child has additional support needs what should I do?**

You may get some advice/support from The Highland Council representatives. Contact the Area Principal Educational Psychologist [Support for Learners Website](#)

Some Support Group contacts for specific needs are included in the [SUPPORT GROUPS](#) section.

### **Does my child still have access to School Health and Dental Health?**

Yes, but not through The Highland Council. The National Health Service promotes contact with home educating families.

### **Will The Highland Council representative try to persuade us to return our child to school?**

The Highland Council respects the right of parents/carers to home educate and are aware that responsibility for education lies with parents to ensure efficient and suitable education is provided. However the option to return to school education will always be available.

### **If I seek enrolment in a school have I a right to go to my child's previous school or a school of my choice?**

Contact should be made with the local Care and Learning Office to ascertain your options.

### **How can I provide proof of home education if required to do so?**

Your Highland Council contact can provide written verification for any such requests.

### **Can my child attend school part-time (flexi-schooling)?**

Yes – if both the Local Authority and the Head Teacher of the school agree.

### **Do I have to follow a particular curriculum?**

No, but many parents choose to use a framework. You are free to choose what you use and how your child learns. However whatever framework is chosen must reflect efficient and suitable education. A child who is at least literate and numerate will be able to take their place as a confident individual, responsible citizen, successful learner, and effective contributor to Scottish society.

# SUPPORT GROUPS

## [ADHD Support](#)

This site is keen to look at equal opportunities (discrimination) issues that people with ADHD and similar neurological conditions may experience. Attempting to open doors for people with hidden voices.

## [Aphasia Now](#)

Website created by and for people living with aphasia.

## [Chip+](#)

Information, support, and advice to the families and carers of children and young people with additional support needs, and to professionals who work with them. Based in Inverness.

## [Down's Association](#)

Provides information and support on all aspects of living with Down's syndrome.

## [Down Syndrome Education International](#)

A range of resources to support learning for children with Down Syndrome – from the Sarah Duffen Centre.

## [Dyscalculia Centre](#)

Support for children who have dyscalculia. Resources, assessment notes, advice.

## [HE-Special](#)

Home Educating children with special educational needs. Also the home site of the HE-SPECIAL-UK mailing list.

## [Highland Developmental Co-ordination Disorder Group](#)

Recognising children in the Highlands of Scotland who have difficulty with movement and with specific aspects of learning.

## [Home Education Advisory Service](#)

Official guidelines on your right to home educate in England and Wales.

## [I CAN](#)

Support for children with communication difficulties.

### **[INFED – the home of informal learning](#)**

A study of informal learning in home-education and its potential to generate positive attitudes to education, especially for people who have had bad experiences at school.

### **[MuddlePuddle Home Education](#)**

A site aimed at providing information on home education and the various educational philosophies that exist. Its focus is on providing themed link pages, activities, and information on a few things we happen to know about, like having a child with a cleft lip and palate.

### **[National Autistic Society](#)**

#### **[SCOPE](#)**

Scope works in England and Wales – but there is a lot of good information on their site.

### **[Scottish Government](#)**

Here you can find details of the law, HE Guidelines, and documents regarding EMAs.

### **[Sleep Scotland](#)**

A charity providing support to families of children and young people with additional support needs and severe sleep problems.

### **[The Dyslexia Association](#)**

### **[Tourette Scotland](#)**

Provides information, advice and support for children and adults with TS and everyone involved in their lives.



# HOME EDUCATION ORGANISATIONS

## [Education Otherwise](#)

A charity and self-help network offering support and information to home educating families and those considering home education, in Scotland and throughout the UK.

Contact: Education Otherwise, PO Box 3761, Swindon, SN2 9GT  
Tel: 0845 4786345

## [Home Education Advisory Service](#)

A UK-wide organisation for home educators and those thinking about home educating.

Contact: PO Box 98, Welwyn Garden City, Herts, AL8 6AN  
Tel: 01707 371854  
Email: [enquiries@heas.org.uk](mailto:enquiries@heas.org.uk)

## **North of Scotland Home Educators**

Email: [norscothe@hotmail.co.uk](mailto:norscothe@hotmail.co.uk)

## [The Schoolhouse](#)

A Scottish organisation which offers information and support to families who have chosen or are contemplating home education.

Contact: PO Box 18044, Glenrothes, Fife, KY7 9AD  
Tel: 01307 463120

## [Underhill Family's Home Page](#)

Home education in the UK including legalities, FAQ, personal experiences, articles, resources and local (Warwickshire, Birmingham & W. Midlands) activities, as well as other family pages.

Other useful websites:

## [Freedom in Education](#)

## [Free Range Education](#)

## [Home Education Forums](#)

**Parents for Choice in Education**  
**Travellers' School Charity**

## OTHER USEFUL CONTACTS

### [CALL Scotland](#)

**CALL** (Communication, Access, Literacy and Learning) **Scotland** is a small unit within the Moray House School of Education, The University of Edinburgh. CALL is both a Service and a Research Unit. Service activity is limited by the amount of staff time available, but is open to anyone in Scotland concerned with communication difficulties, particularly in a learning context.

### [CALL Books for All Mini Site](#)

Books for All is about learning materials in accessible, alternative formats, for people who have difficulty reading ordinary printed books. Information on the project, and where to find these materials as well as a link to Hodder Gibson Titles available on CD from CALL free of charge.

### [Contact a family Scotland](#)

Extensive information service including details on local and Scottish wide parent support groups.

Address: Craigmillar Social Enterprise & Arts Centre,  
11/9 Harewood Road, Edinburgh EH16 4NT  
Tel: 0131 659 2930  
Email: [scotland.office@cafamily.org.uk](mailto:scotland.office@cafamily.org.uk)

### [Education Scotland](#)

Education Scotland is a national public body sponsored by the Scottish Executive Education Department. Its remit is to provide advice, support and resources to enhance the quality of educational experiences in Scotland.

Address: Denholm House, Almondvale Business Park, Almondvale  
Way, Livingstone, EH54 6GA  
Tel: 0141 2825000  
Email: [enquiries@educationscotland.gov.uk](mailto:enquiries@educationscotland.gov.uk)

### **Enquire**

Scottish advice service for additional support for learning matters.

Address: Children in Scotland, 5 Shandwick Place, Edinburgh, EH2 4RG

Tel: 0131 222 2425

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

### **Equality and Human Rights Commission**

Statutory body to promote and monitor human rights and to protect, enforce and promote equality across the nine 'protected' grounds – age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation and gender reassignment.

Address: The Optima Building, 58 Robertson Street, Glasgow, G2 8DU.

Tel: 0141 228 5910 (non-helpline calls only)

Helpline: 0845 604 5510

Email: [scotland@equalityhumanrights.com](mailto:scotland@equalityhumanrights.com)

### **Govan Law Centre**

#### **Additional Support Needs at Govan Law Centre**

The Education Law Unit specialises in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs.

Address: Education Law Unit, Govan Law Centre, 18-20 Orkney Street, Glasgow, G51 2BZ.

Tel: 0141 445 1955

Email: [equality@edlaw.org.uk](mailto:equality@edlaw.org.uk)

### **Internet Safety**

This link is to The Highland Council Internet Safety Policies and information.

### **Infonet**

Address: 164 High Street, Dalkeith, Midlothian, EH22 1AY

Tel: 0131 454 0096

Email: [isea@isea.org.uk](mailto:isea@isea.org.uk)

### **Mumsnet**

A website where parents can swap advice and share information.

### **Parentline**

Help for parents of children with special needs.

Email: [parentlinescotland@children1st.org.uk](mailto:parentlinescotland@children1st.org.uk)

### **Scottish Child Law Centre**

Independent legal advice.

Address: 54 East Crosscauseway, Edinburgh, EH8 9H0

Tel: 0131 667 6333: Under 18's Freephone: 0800 328 8970

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

### **Scottish Executive Education Department**

Address: Learning Directorate, The Scottish Government, Victoria Quay, Edinburgh, EH6 6QQ.

Tel: 0131 556 8400 – or 08457 741741

Email: [ceu@scotland.gsi.gov.uk](mailto:ceu@scotland.gsi.gov.uk)

### **Scottish Sensory Centre**

For everyone who is involved in the education of deaf children, deaf-blind children and visually impaired children and young people, the young people themselves and their families.

Address: Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ

Tel: 0131 651 6501

# Family Diaries

These are some examples of 'A Day in the Life of...' Home Educating Parents diaries.

[Diary 1](#)

[Diary 2](#)

[Diary 3](#)

[Diary 4](#)

# Study Supports

## [My Study Bar](#)



My Study Bar is a tool which helps overcome problems that students commonly experience with studying, reading and writing. The tool consists of a set of portable open source and freeware applications, assembled into one convenient package. Easy to install, simple to use, handy and effective, My Study Bar is completely free to download and free to use.

## [Link to Download](#)

## [Link to Tutorials](#)

## [Education Scotland](#)

Supporting learning underpins the delivery of Curriculum for Excellence for all children and young people, and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments.

These are some links to sections within the Education Scotland Website:

- [Curriculum for Excellence](#)
- [Supporting Learners](#)
- [Link to Universal Support](#)
- [Support Materials](#)

## [CALL Scotland](#)

- [Study Guides on CALL Website](#)

**Dyslexia Toolkit – Addressing Dyslexia website**

Toolkit for Teachers – this site is currently being revised and an upgraded version will be available in Autumn 2012.

**Dyslexia Scotland**

Empowering people with Dyslexia to reach their full potential.

**The Grid Club**

Learning Website – Grid Club is challenging and fun, aimed at 5-12 year olds. The content covers all areas of the curriculum.



# Subject Supports

Googling a learning topic will bring up a selection of resources and power points uploaded by teachers and freely available on the internet. The quality of these will have to be judged as you use them.

## **[Glow for Parents](#) (requires Glow log-in)**

Parents would need to either arrange through their child's previous school if they can have a log on or contact Education Scotland.

## **[National Parent Forum of Scotland](#)**

## **[Scottish Qualifications Authority](#)**

# COMMUNITY LEARNING AND LEISURE

**Museums, heritage sites and art galleries** give access to learning environments which go beyond what can be provided in the classroom or home school environment. For example, museums have artefacts and artworks which can be used as rich primary sources of evidence to support a scheme of work. They have portraits made long before the age of photography through which pupils can see images of our ancestors. Pottery, sculpture and other works can illustrate changes in fashion, styles and indeed whole cultures, and great works of art can inspire pupils to create their own original work. Some science exhibits, for example, can bring whole environments to life and may be the closest that many pupils will ever get to walking through an ecosystem such as a rainforest.

Museums can also encourage:

- **Motivation**, by stirring curiosity and developing a fascination for objects that can be satisfied by first-hand experience
- **Learning**, by engaging pupils in practical activities that improve their ability to gather and retain information.
- **Interaction**, by which pupils learn through experience and build on prior expectations and beliefs to create new understanding.

In short, museums offer a fantastic range of learning environments, exhibitions and specialist staff and resources that can be used to support a wide variety of curriculum areas and different pupils' needs. Taking pupils outside the normal classroom space can not only enrich learning, but can create opportunities for pupils to learn in different ways.

## **Key things to remember when planning a museum visit:**

- If you are bringing a group, please remember to book so you can arrange a time that suits the museum
- At the time of your booking, check if the museum is able to offer a lesson or tour, or if visits are self-led.

Some Useful Links:

[Museums Galleries Scotland Website](#)  
[National Museum of Scotland](#)

### **[Highlife Highland](#)**

Highlife Highland delivers a broad range of cultural, sporting, leisure, learning and health & wellbeing initiatives and projects throughout the whole of the Highlands. Follow the links on the site for information on Highland Libraries, Leisure Centres, Highland Archive Centre and many other aspects of life in the Highland area.

### **[Highlife Highland Youth Worker information](#)**

Library and Leisure Centre information available on the Highlife Highland website. **[Highlife Highland](#)**

The following websites are run by local interest groups and National charities. Information on these sites may be useful to supplement programmes of study. This list is not exhaustive and sites may be updated or changed at any time.

### **[Am Baile – Highland History and Culture](#)**

### **[Crann Tara – Gaelic Language History](#)**

### **[Eilean Ban Trust – The Brightwater Centre, Skye](#)**

### **[Highland Archive Service](#)**

### **[Highland Astronomical Society](#)**

### **[Historic Scotland](#)**

### **[Inverness Floral Hall](#)**

### **[National Trust for Scotland](#)**

### **[RSPB Scotland](#)**

### **[Scottish History Society](#)**

### **[Scottish Natural Heritage](#)**

### **[Woodland Trust](#)**

# ON-LINE SCHOOLS

## [@ School](#)

An internet resource for primary school children.

## [Christa McAuliffe School](#)

## [InterHigh](#)

An independent school on the internet, based in UK.

**This is not an exhaustive list, but these are schools which have been used by Highland home-educating families.**

# External Educational Sites

External Sites:

## [Radio Lingua Network](#)

Free audio downloads for a variety of languages.

**Highland Virtual Learning Community** – the following link takes you to this Blog. We have added links to some of the many useful areas within it.

## [Highland Virtual Learning Community Blog](#)

[HVLC - literacy and numeracy](#)

[HVLC - Online Times Tables](#)

[HVLC - free interactive maths resources](#)

[HVLC - BBC games for Primary Pupils](#)

[HVLC - Highland Blog List](#)

[Highland Literacy Project Blog](#)

[HVLC - Esafety Link](#)

[Scottish Borders Literacy Website](#)

[HVLC - Scotland's History](#)

# NATIONAL BODIES AND RESOURCES

## [SQA](#)

National body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees.

## [BBC Bitesize](#)

A secondary school revision resource for students studying Standard Grades, featuring written content, interactive content, audio, video and games.

## [Education Scotland](#)

Provides advice, support, resources and staff development to the education community.

## [Amazing Things](#)

A guide to the youth awards in Scotland

# ADDITIONAL SUPPORT NEEDS

Pages within the Highland Council Website which may be useful:

[Assistive Technology Support Service](#)

[English as an Additional Language Service](#)

[Gypsy Travellers/Interrupted Learning Service](#)

- [Scottish Traveller Education Programme \(STEP\)](#)
- [Interrupted Learning Legislation](#)

[Highland Deaf Education](#)

[Highland Education Vision Support Service](#)

[Internet Safety](#)

[Psychological Services](#)

[Support for Learners](#)

# COLLEGES OFFERING DISTANCE LEARNING

Some Links:

[BBC Online Courses](#)  
[Distance Learning Centre](#)  
[Gaelic College, Skye](#)  
[Inverness College](#)  
[Inverness College online highers](#)  
[Learn Direct](#)  
[Lochaber College](#)  
[Moray College](#)  
[North Highland College, Thurso](#)  
[Open University](#)  
[Open Study College](#)  
[Stevenson College, Edinburgh](#)  
[Telford College, Edinburgh](#)  
[UHI Vocational Pathways Programme](#)

More information can be obtained by contacting:

Linda King  
Bridge to Employment/Events Co-ordinator & School/College Liaison  
Highland Council  
Council Offices  
High Street  
Dingwall  
IV15 9QN

Tel: 01349 868615 or 01463 273406

Mobile: 07765 898 266

Email: [linda.king@highland.gov.uk](mailto:linda.king@highland.gov.uk)



# CAREERS INFORMATION

## **Careers Scotland Now called Skills Development Scotland**

Careers Scotland can provide guidance, advice, and information, including practical help with job search, CV writing etc. They can meet with young people being home educated to discuss their career plans, aspirations and assist in making career-related decisions as well as support them in making college/university/employment applications.

Careers Centre:

Inverness Careers Centre.

1-5 Church Street Inverness IV1 1DY.

Tel: 0300 0133826.

Opening hours: Monday, Tuesday, Thursday, and Friday 9 am - 5 pm.

<https://www.skillsdevelopmentscotland.co.uk/in-your-.../highland/>

## **Hi-hope.org**

This on-line resource has been brought together by a group of representatives from The Highland Council, NHS Highland, and Chip+. It follows 'It's my Choice' – produced by the same organisations in 2005 and 2007. The resource has been extended to include information to help young people make choices, find opportunities, or contact services they need. The Site is under construction at the moment but should be finalised by August 2012.

## **PlanitPlus**

PlanIT Plus is an up-to-date resource of careers, learning, and school information in Scotland.

# SOURCES OF FINANCIAL SUPPORT

## [High Life Young Scot](#)

A card that offers young people between the ages of 11 and 25 a single application card that will enable them to access local and national services such as information, retail discounts, libraries, leisure centres, transport and other entitlements.

## [Education Maintenance Award](#)

## [Highland Children's Trust](#)

A charity which was set up in 1983 to provide help with the educational needs of children in the Highlands and Islands.

# HEALTH

[Brook Centre for Young People](#)

[Chip \(Children in the Highlands\)](#)

[Deaf Action](#)

[Diabetes Scotland](#)

The emphasis here is on the care of children with Type 1 Diabetes.

[Diabetes in Children](#) – information sheet provided by Paediatric Endocrine and Diabetes Specialist Nurse.

[Epilepsy Action](#)

[Human Papilloma Virus](#)

The new immunisation programme is intended to protect girls in Scotland against developing cervical cancer later in life. This is a link to the relevant pages within Health Protection Scotland.

[Know the Score](#)

Alcohol and Drug Abuse information Website

Tel: 0800 587 5879

Email: [Link from Website](#)

[National Deaf Children's Services](#)

[ParentLine Scotland](#)

Tel: Free Confidential Number - 0808 8002222

Email: [Link from Website](#)

**Raigmore Hospital, Inverness**

- [NHS Highland Sexual Health Pages](#)
- [Speech & Language Therapy, Raigmore Hospital, Inverness](#)
- [Birnie Centre, Raigmore Hospital, Inverness](#)

## [Social Services](#)

### [Teenage Health Questions](#)

#### [Scottish Epilepsy Initiative](#)

The Teenage Epilepsy Agenda (TEA) Room is an innovative online forum for young people to interact with their peers, gain support, and share their experiences of epilepsy in a safe and supportive environment. Members can create their own page, add photos and information about themselves, and befriend the other members of The TEA Room. There are also discussion forums where the young people can chat about their experiences at school, work, or college, how their epilepsy affects their life in general.

The Scottish Epilepsy Initiative offer free Netbooks and internet connection to young people with epilepsy so that financial disadvantage doesn't prevent them accessing the TEA Room. To be considered for a free Netbook and internet package, an application can be downloaded from the Scottish Epilepsy Initiative's website [www.scottishepilepsy.org](http://www.scottishepilepsy.org) or by writing to Scottish Epilepsy Initiative, Suite 142-143, Baltic Chambers, 50 Wellington Street, Glasgow, G2 6HJ. **If you would like more information please contact our Field Worker Gemma O'Hare on 0141 248 9972 or 07961114529 or email [gemma@scottishepilepsy.org](mailto:gemma@scottishepilepsy.org)**

### [NHS Dental Contacts](#)

## BOOKS ABOUT HOME EDUCATION

<b>Title</b>	<b>Author</b>
School's Out	Jean Bendell
Free Range Education	Terri Dowty
School is not Compulsory	Education Otherwise
How children Learn	John Holt
Learning all the Time	John Holt
Teach Your Own	John Holt
What Shall I Do Monday	John Holt
The Underachieving School	John Holt
The Teenage Liberation Handbook	Grace Llewellyn
The Freethinkers' Pocket Dictionary to the Educational Universe	Roland Meighan
Learning from Home Based Education	Roland Meighan
Natural Learning, Natural Curriculum	Roland Meighan
The Next Learning System	Roland Meighan
Educating Children at Home	Alan Thomas
Doing it Their Way: Home Based Education and Autonomous Learning	Jan Fortune-Wood
Bound to be Free: Home Education as a Positive Alternative to paying the hidden costs of 'Free' education	Jan Fortune-Wood
With Consent	Jan Fortune-Wood
Those Unschooled Minds – Home Educated Children Grow Up	Julie Webb
One to One	Gareth Lewis
Unqualified education	Gareth Lewis
Learning without School	Ross Mountney

# Linked Files

## Diabetes in Children

There are several different types of diabetes however in children the most common type of diabetes is Type 1 diabetes, however Type 2 diabetes is now on the rise.

### Signs and symptoms of diabetes

Symptoms occur because of a shortage of insulin in the body. Insulin is needed to move glucose from the blood and into the cells in the body that require glucose to use as energy. Some or all of glucose in the body stays in the blood and it isn't able to be used for energy. The body tries to reduce blood glucose levels by flushing the excess glucose out of the body in the urine.

The main symptoms of undiagnosed diabetes can include:

- passing urine more often than usual, especially at night
- increased thirst
- extreme tiredness
- unexplained weight loss
- genital itching or regular episodes of thrush
- slow healing of cuts and wounds
- blurred vision

**If your child displays any of the above symptoms, please contact your GP to arrange an urgent appointment or contact NHS 24 if out of hours.**

### Type 1 diabetes – what is it?

Type 1 Diabetes is an unpreventable condition that develops when the insulin producing cells in the body have been destroyed and the body is unable to produce any insulin. A person with Type 1 diabetes needs to take insulin by injections to help control the glucose levels in the blood to keep them in a normal range.

### Type 2 diabetes – what is it?

Type 2 Diabetes develops when the body does not produce enough insulin to maintain a normal blood glucose level, or when the body is unable to effectively use the insulin that is being produced. The signs and symptoms of Type 2 diabetes are similar to those of Type 1 diabetes although may develop more slowly. Again, if your child has any of the above symptoms, please contact you GP. Treatment may involve medication and changes to diet and lifestyle.

There are ways of preventing Type 2 diabetes developing. Ways of adopting a healthier lifestyle include eating well as part of a balanced diet, taking plenty of exercise and maintaining a healthy weight. These are all steps that help control blood sugar levels and contribute to preventing Type 2 diabetes developing now and in the future.

For further information visit Diabetes UK – [www.diabetes.org.uk](http://www.diabetes.org.uk)

# Family Diaries 1

A quick introduction to our happy home-ed family. We have 3 children, a 15 year old girl, 10 year old girl and a 3 year old boy. None of the children have ever attended pre-school or school. We live in a remote location surrounded by rolling hills and sheep.

A typical day:

We will be up and have had breakfast and be ready to start the day by around 10am, typically this is the time of day where the children will engage in something more structured. Mondays we normally do French. I'm working with the eldest with a combination of resources, we use text books and on-line programs, and she's doing really well and has a fairly good grasp of most of the commonly used verbs and is beginning to understand conjugation in different tenses. I studied French with the OU in order to teach the children. For the younger two we have a series of books from Berlitz, where the picture book is in French and then English. I read the French and they then translate, the pictures really help them to remember and now even my 3 year old is beginning to translate from memory.

Generally we will have lunch and then the children have free time. If it's not raining, they will spend some time outdoors, trampolining, cycling, walking, or just running around. Later in the afternoon they will normally find something to occupy themselves, our eldest is a keen musician and will normally practice her guitar for an hour or more. Our middle child is very enthusiastic about manga art and endlessly creates comics and artwork. The youngest child will normally play with either myself or his Dad. Monday night is Scouts night, our middle child attends scouts, so it's a quick dinner and out the door.

Generally, most days takes a similar pattern, we will take a subject and work with it each day. We now use numerous on-line resources for their maths/arithmetic practice and we have also found a fantastic geography resource which the children love. The children engage readily in these tasks and seem to thrive on them. Generally this more structured side is carried out in the morning and then in the afternoons they are left to indulge their own pleasures. We do not have television or computer games etc., in that time but they are free to do that in the evening, although screen time is still limited and regulated.



The children are also part of Noshed which is a big home ed community, we do varied and frequent activities together which I have found to be very rewarding and the children seem to find that too, they have made many, many friends through this group.

Our 10 year old is a member of the local drama club, which she has thoroughly enjoyed for many years now. Our eldest used to attend when she was younger but is now a helper there as part of her Silver Duke of Edinburgh Award which the local high school have kindly allowed her to take part in, she completed her Bronze award last year with the same school. Our eldest is also currently undertaking the Young Leaders development programme with The Ocean Youth Trust Scotland. She sailed to the Faroe Isles last summer with them and is now part of their staff and will spend this summer sailing with them as a Bosun. She is also part of the local kayaking club and kayaked the length of the river Spey last summer. Her younger sister will be joining the club this year too.

Obviously mixed into this is time they have with friends. We regularly have friends staying here or ferrying them to and from friends' houses. The children live in an isolated spot, but they are by no means isolated as we have made it a priority to make sure that they have kept up friendships that they have made.

Home education has been deeply fulfilling for us as a family. The children appear to be well adjusted, confident individuals, willing to give anything a go! Long may that continue.

## Family Diaries 2

Hi: I'm Sally and together with my husband Kevin, I home educate our 2 sons Alexander (13) and Finlay (8). Kevin works full time so the majority of the home education is my responsibility. Kevin is very supportive and participates and attends home ed events whenever he can. Alex went to school for a few weeks in Reception year and for 2 terms in Year One when we lived in England. Fin has never attended school.

We don't follow a schedule despite fits and starts and occasional attempts to crack down. I think lots of home ed parents never get over the idea that we aren't doing enough 'work'. It's pretty hectic in our house and we generally put more value on the boys' social lives and friendships than on formal learning. We are quite isolated up in Sutherland and the home ed community is very spread out in North Scotland so we travel a lot. Most of the arranged activities are in the Elgin area which is 2 hours drive for us. We have close friends even further away so we often go for overnight visits.

We don't really have a "typical" week although the boys do have regular activities. There is a weekly home ed skating session in Elgin which we often attend and a monthly outdoor skills group. Alex occasionally goes to Scouts and Fin to Cubs. There's also Canoe Club weekly. At the moment we're involved with a local archaeological dig. Alex takes accordion lessons although he's on hiatus at the moment. We're trying to find a fiddle teacher for Fin.

Alex is a prolific reader and read early and easily. Fin is slower. Both love audio books and we listen to loads on our many car journeys. Right now it's the Dark Materials trilogy by Phillip Pullman.

When we're home for a few days in a row I try to do an hour of 'school' with each. I teach them English and math only. The rest is down to their personal interests. We do science experiments and collect wild foods – we dabble in languages, most recently Latin and Braille. Both boys are keen birdwatchers and are interested in survival/bush craft skills. Alex has read most of the Horrible Histories, The Knowledge and Geographies and such.

Home education is incredibly rewarding and incredibly time consuming and exhausting too. We're together virtually 24/7. I do manage an

occasional bit of part time work cooking but this requires serious scheduling with Kevin taking time off etc. I think the only prerequisite to home ed is the willingness and desire to dedicate the greater part of your time to the family – the kids will lead you from there wherever they want to go. No experience necessary and definitely teaching skills NOT required!!

There will be battles! If I let them, mine would at the moment spend most of their time on their computers, particularly on Runescape and Age of Empires. When dragged from the laptops they both also like Dungeons & Dragons and Warhammer and spend lots of time assembling and painting models and scenery. Also Airfix. And lego.

As I said there isn't a typical week in our house so the following is just what we did this past week:

Monday:

Boys up about 10:00 and breakfast and chatting around the kitchen. It's raining so Fin has extra computer time on drawing programs (Gimp). Also some Beano reading. Alex was also on the computer a while sorting his photo library. Then he designed some Dungeons & Dragons (role-play fantasy game) characters. Birthday thank you notes got written and then they each did an hours 'school' work. Fin has several maths and English workbooks on the go. He's doing joined up writing with a calligraphy pen in silver ink on black paper which makes the mundane more exciting. He's also working through the Oxford Reading Tree books (Stage 8) for reading so he read one to me. Alex did an outline for a writing project from a CGP workbook to write a fable. He would have tackled his KS3 math but the 'Conquermath' website we're currently working from wasn't loading so he wrote a letter to the Open University where he has applied to do a short course on archaeology. With various fits and starts and snack breaks, that took us to 5:00 pm after which the boys are allowed free computer time. After dinner they watched 'Springwatch', then stories and bed.

Tuesday:

Up early (for us early is 8:30!) and off to archaeology class from 10:00-12:30. This is a community project (not home ed). Mine are the only children attending because it's in school time.

12:30-5:00: We went to Milton Community Woodland to work on a coracle. We did a weekend course last year building one but didn't get it finished. Projects often run over looonng periods!

Home for dinner and then 6:30-9:00: canoe club (again this is community and not home ed). Stories and bed about 11:00.

Wednesday:

Up 10:30 and drove to Elgin (2 hours). Listened to 'Amber Spyglass' CD's en route. Afternoon and overnight with home ed friends. The boys spent time on the computer as well as planning filming for tomorrow. They're working on a production of Robin Hood.

Thursday:

Up at 7:30!! Breakfast and social time and then off to figure skating from 10:30-12:30. This is a home ed weekly activity with a group class and free skating. The boys each take a 15 minute private lesson as well. After chips in the leisure centre café it's off to the library at 1:30. Then out for sword practise for the Robin Hood film. (homemade wooden swords!) It's raining so no filming but they did test shots under leafy trees and tried to stay dry.

4:30 Drive home arriving about 6:30 dinner, computer time (Runescape) and bed.

Friday:

Sunny and lovely – mum up early and in the garden trying to get some belated planting done. Dad has the day off so he and Alex worked on building a small hen house. The boys want chickens so they found a library book with building plans and made a list of supplies (which I have to admit have been lying about for weeks waiting for the project to get underway). Fin not very involved and spent time trampolining and lying in the sun reading Beanos. Alex also abandoned project early and dad did the best part of the work! I think Alex got sent off at one point for hassling his brother and likely spent that time sprawled on his bed reading Dungeons & Dragons manuals or his current book from the Rangers Apprentice series.

Late dinner – bit of Trivial Pursuit and then bed about 10:30. I'm reading "We Didn't Mean to Go to Sea" by Arthur Ransome to Fin – we often have several night time books on the go and both listen to the others. Have been reading the Artemis Fowl series to Alex. Usually we have a bit of 'own book time' before lights out around 11:30.

## Saturday:

Boys up 10:30 and after breakie I'm off to help a friend get her holiday home ready for tenants. Kevin and Alex do more work on the hen house. Fin works on repainting his precious (!) garden gnomes. Then Kevin drops them up to where I'm working and they muck about on their computers while I get on with it. (Kev off for a quick round of golf.) A seagull's nest has to be moved which is dramatic but Alex puts on a hard hat and gets on with it. Mum bird comes back eventually and all is well. Home about 7:00 and dinner. Watched an episode of "History of Scotland" on DVD and then bed.

## Sunday:

Boys up 10:30 and breakie. An hour of school for each. Math workbooks and grammar and handwriting and Oxford Reading Tree for Fin. 'Conquermath' lessons and worksheets for Alex. After lunch a family bike ride and then pottering in the garden. Dinner together – the boys made cheesecake for pudding. They're meant to cook one day a week but it's one of those many things that in reality don't happen often. Rather like their jobs around the house.

## Family Diaries 3

Hi, I'm Suzanne and I home educate Lawrence who will be 8 in a few weeks. We decided to home educate Lawrence for several reasons. He went to nursery which he enjoyed up to a point but did not want to go to school. Having been involved with Lawrence's nursery and giving extra tuition to children from the local primary school, I was not very happy with the 'tick box' driven approach to 'education' or impressed with the school. Up until this year I really concentrated on teaching Lawrence to read (I used Jolly phonics then Oxford reading tree books borrowed from the local school) and basically just went with the flow, pursuing natural lines of interest. We live in a village on the coast and grow most of our own vegetables, so we did lots of nature activities, art, and cookery/gardening and read lots of books that were of interest to him.

Lawrence was a reluctant writer at first but loved drawing so I encouraged that on the grounds that it would develop his fine motor skills just the same and yet hold his attention for hours without having to nag. Now he has a use for writing he is suddenly writing with no encouragement. It was just a question of waiting for the right moment. The same happened with Maths. Having shown an early interest in numbers he then went through a phase of losing that and preferring reading. Suddenly, with gentle persistence on my part and just 'doing maths' when a situation presented itself, e.g. when cooking, he has started to show an interest again. This, for me, is the real beauty of home education – you can wait until a child is ready rather than being driven by a curriculum.

This year I have started to formalise things a little and we try to do maths on a regular basis – I vaguely follow the Curriculum for Excellence, available online, making up my own worksheets, use or adapt maths round the home and supplement that with material I find on the internet e.g. Nrich/BBC Bitesize etc. We read every day – he reads to me, I read to him and we read non-fiction together for project work. He also reads a lot on his own and we listen to audio books in the car. Other topics are covered by project work, which we decide on together, inspired by something seen in a book, on TV or a visit we have made. I try to use a variety of source material – books, observation from nature or experiments, TV documentaries, internet, and visiting relevant places. We have a walk most days and he helps me round the house and in the garden. We have one other home ed family locally that we see regularly and he has plenty of local friends from nursery/toddler group days as well as golf, swimming lessons and orienteering. We also socialise with

adults on ranger guided walks, RSPB group and our charity work & friends.

We do not really have a typical week – it is so dependent on the weather, what’s happening in the garden, and what’s on roundabout.

Monday 13th Feb

Having spent the weekend with lousy colds we needed something indoors and non-taxing, so we spent all morning making puppets and a theatre to re-enact ‘The Adventures of Abney and Teal’. After lunch Lawrence read The Matrix Mission - ORT level 11 (*we have read all these before but are re-reading them as they involve time travelling and we are making a history time line round our school room and putting up the various episodes in context*). We then watched 2 episodes of ‘Walking with Dinosaurs’ – this being the theme for our project of the moment. At 5 we tidied up the school room and I read a few chapters of ‘The Secret Seven’ to him before getting the dinner.

Tue 15<sup>th</sup> Feb

Still sniffing and a cold wind outside, so another day indoors. We continued work on the theatre and Lawrence took it upon himself to write out invitations to his play. He then tidied up and vacuumed his school room whilst I made bread – he would normally help but I didn’t fancy snot in the bread! After lunch we watched 2 more dino programmes and then Lawrence drew some dinosaurs for the project display whilst I made dinner.

Wed 15th Feb

Still feeling lousy, so we watched 2 more dinosaur programmes in the morning. After lunch Lawrence finished off his drawings and labelled them and we put them up on the wall. He also did a little timeline showing when all the different dinosaurs had lived, wrapping up the dinosaur project. *I do find that he starts off very eagerly on a project but then quickly wants to move onto something else – it’s quite difficult to keep the momentum going and spend long enough on any one topic to finish off what we set out to do – still it’s early days on the ‘written work’ front and at this stage, whilst I do want him to learn the discipline of finishing what he started, I would rather not flog it to death as it would be counter-productive. I am also learning what is a reasonable amount to expect him to do.* We spent the rest of the afternoon curled up on the couch reading – Lawrence’s reader today was about Bletchley Park so we talked a bit about WWII, military intelligence (I used to be in the Army) and evacuees. We decided that our next project would be WWII.

After that I read to him for a bit then I caved in and let him play on the iPad (this is normally reserved as a weekend treat) whilst I made dinner and did some work on my computer.

Thu 16th Feb

We really had to go and do some shopping today so we made a list together and off we went. I try to use shopping trips to do a bit of impromptu maths and we found lots of good examples today. We listened to 'George's Marvellous Medicine' by Roald Dahl in the car and were both enjoying it so much that we put it on the computer when we got home to hear the end. Lawrence got the book and read along. After lunch Lawrence drew whilst I booked a trip to Sweden to see my brother and his little boy – we then spent some time together looking at the various tourist attractions in Stockholm and deciding what we would like to do. After a snack we sat down to look at the library books we had for our WWII project. We read a few pages from one book together diverging at frequent intervals to look at the atlas/a book of aeroplanes and to generally talk about what we were reading. Lawrence then read on his own some of 'Avoid being a Second World War Evacuee' one of a 'Horrible Histories' style series we have. Whilst I got the dinner he watched telly - Deadly 60 and CBeebies (which he still likes despite his age and I'm not complaining)

Fri 17th Feb

House cleaning today as we were expecting visitors and due to illness the place was a tip. Lawrence sorted all the clean washing and put his things away whilst I started the cleaning. He then tidied the school room and did some research on the internet on WWII aircraft whilst I finished off. We're gradually teaching him to use all the different software on the computer and today Daddy showed him how to save some pictures he wanted as a PDF file and print them off. He then labelled them for his project display. We spent the afternoon socialising and then did some reading once they had gone. (ORT – Time Runners) Lawrence played on the iPad whilst I got dinner.

Sat 18th Feb

We got up late, having sat up late last night watching 'Poirot'. It was snowing outside and we're all still coughing. Lawrence spent what was left of the morning watching a documentary about aircraft with his Dad – we're an aviation mad family – and did some reading. *He is really into the ORT readers that we're using at the moment and I often find him sitting reading them of his own volition, which is the way it should be of*



*course. After lunch we popped out to buy a celebratory bottle and went round to see some friends whose anniversary it was. When we got home the boys played stick cricket on the iPad and then Lawrence did some reading with me (ORT – The Thief who stole nothing) before we went out for dinner with some friends. We've always taken Lawrence with us when we go out for dinner as we firmly believe that learning how to behave in such situations is an important part of an education for life.*

Sun 19th Feb

Another late start this morning. Lawrence played on the iPad whilst I cooked Sunday breakfast and then after that we put up all the pieces of coloured paper to make our timeline. We then went for a gentle walk with the dog – so nice to get out after a week indoors. After a late lunch we did some reading, put the dates on our timeline and played together on the iPad. We then did half an hour of Maths. When Daddy came in we all had a game of Scrabble before dinner and after dinner settled down to watch telly – Poirot again.

*This was not a typical week at all due to the fact that we have both been seriously under the weather.*

## Family Diaries 4

We are a family of 4 who live in Aberdeenshire, I, my husband Charlie, our daughter Gudrun who is 14 and our son Gwyn who is 11. Both my husband and I are self-employed artists who work from home. We live on an off-grid small holding with my father (a writer) and my stepmother (a university lecturer in art history) and their 2 daughters 6 and 11. None of the combined 4 children have ever been to school. Gwyn has been slow to learn to read and we haven't pushed it, but we are now as he gets very frustrated at how it restricts him. My husband is dyslexic and so is my brother and think Gwyn might be too; though don't think it's important to get a diagnosis. I had a book that my brother used, for children and adults with reading difficulties "Toe by Toe" and have been working through that with him for the last two years, and we are at last seeing an improvement. We follow a very child led method of learning and the only scheduled work are the four subjects done by each of the four adults for approx. half an hour a week each. (History, Art History, Science, and Outdoor stuff, which include cycling, walking, plant identification, map reading etc.) And the guitar lessons and drama club. All the activities described are just what the children choose to do as and when they want. I have left out details of the adult's self-employed work, but we fit that in around the kids. The other activities the children have the opportunity of joining in include vegetable growing and harvesting, hay making with a scythe, animal husbandry, cob building, joinery, lots of other types of building work and cooking. All the children have their own gardens to which they all have differing levels of interest. About twice a month we go to a group activity organised by the home education group, these have included, felting, basket making, animal tracking, wild food, kayaking, canoeing, mountain climbing and potion making. Here's a typical week.

### **MONDAY**

#### **Breakfast**

Children fed our guinea pigs, cats, and dog. Gudrun started knitting straight away, she is obsessively knitting dolls and dolls clothes just now. Gwyn did some reading practice with his dad, "sheltie and the runaway". Next History, (about half an hour a week of this) I read to them a discovery magazine - of which we have the whole set and are working through - on King John, Magna Carta and holidays. Then Gwyn did

some guitar practice while Gudrun knitted and then Charlie took Gwyn to his guitar lesson, and to visit his granny and do some shopping. While they were away I got my sewing machine out of storage where it's been since we moved here 5 years ago and showed Gudrun how to use it, she was very excited as she has been hand sewing dolls clothes to sell and feels her hand sewing doesn't look professional enough. Then she went on Facebook and flicker - where she talks to her friends and puts up pictures of her latest dolls she's made for discussion and then on eBay to look at the price of ball jointed dolls accessories (another obsession). Then she did more knitting while I went on the computer.

### **Lunch**

Gwyn went for a walk with my little half-sister, Maddy, who lives next door (also age 11 and home educated) to look for a stick, Gudrun knitted. Gwyn got back with a stick and with a sheep's horn he had found previously he made a shepherds' crook. Gudrun fed the guinea pigs and hens and swept the hall floor - to earn some money. Both the kids then played some educational games on the BBC bitesize website.

### **Dinner**

Gwyn did some guitar practice then some banjo practice - Gudrun knitted. Then we all did some reading music practice because Gwyn had to learn some music reading for his next guitar lesson. Then Charlie read the kids some of "King of the cloud forests" by Michael Morpurgo while Gudrun knitted and Gwyn carved his name into his shepherds crook. Then I read them some "Odysseus II, the journey through hell" by Tony Robinson and Richard Curtis. Then the kids went to bed and read for a while.

## **TUESDAY**

### **Breakfast**

Gwyn did morning animal feeding, then 60 press ups - he's very keen to beat his Dad at this. Gudrun knitted. Gwyn worked on a rabbit skin he is tanning. Then both Gudrun and Gwyn and my half-sisters next door played together while the adults did some building work on our sheds.

## **Lunch**

Some friends arrived with their kids (a girl 10 and boy 12) who are good friends with our kids (and were on holiday from school) and there was much playing outside with animals while the adults chatted and made the evening meal.

## **Dinner**

We had 3 more friends for dinner and then an adult music band practice (which Gwyn joined in with as he is also learning drums). While this was going on there was an explosion of wool projects going on in the background - a couple of the visitors taught the kids how to finger knit and darn. Then everyone left and Charlie read to the kids and then they went to bed and read for a while.

## **WEDNESDAY**

### **Breakfast**

The kids shared the animal feeding jobs. The kids watched a movie with my sisters next door much knitting throughout and after!

### **Lunch**

We had a 10 min discussion about gradients. Gwyn did some banjo practice, some music reading practice and made up a knitting pattern. Gudrun did a photo shoot of her latest knitted dolls dresses, wrote the descriptions on the laptop and then put them on Etsy (a selling website like eBay - but for mainly handcrafted and vintage items). Gwyn practiced all sorts of exercises and then did some reading practice. Then my step mother (next door) did some art history (about half an hour a week) with all 4 children. Gwyn worked outside on sharpening a sword (with a metal file) he has made from an iron bar from an old gate. Gudrun knitted some more! Then the 4 kids got together and watched a movie. Then we picked up a friend of Gudrun's from the train and took her home. All the kids played together for a bit then the younger kids went and played outside and the two older girls did more knitted doll making!

### **Dinner**

The girls hung out and chatted and knitted, Gwyn looked a recipe for

chocolate on the internet and then made some, then they went to bed and did some more knitting and some reading.

## **THURSDAY**

### **Breakfast**

The kids did the animal jobs together. Playing, knitting, Gwyn did some felting. I did some "Toe by Toe" with Gwyn. Then Charlie took all the kids (five, including Gudrun's friend) and dogs for a walk. (He does this once a week). They were away for over an hour and were very excited that they had seen a deer.

### **Lunch**

Charlie did some reading with Gwyn. Gwyn did some music practice on his various instruments and I did some music reading practice with him. Then Gudrun knitted and Gwyn made some needle felted animals with Ellie my 6 year old half-sister next door. Then Gudrun made some biscuits and Gwyn and Ellie played outside.

### **Dinner**

We took Gudrun's friend to the station and a quick trip to the Library then I read to them then bed.

## **FRIDAY**

### **Breakfast**

Kids did their animal jobs, Gwyn did some painting, then we tidied up our craft area as it was beginning to take over the house. Gwyn played outside on his roller boots, Gudrun knitted.

### **Lunch**

Charlie did Gwyn's reading with him. Gudrun did some photography, then all four kids played on the track on their bikes. Then my Dad did some science with them all.

### **Dinner**

We all watched a program about the earth's orbit. Then Charlie read to

them, then some bedroom tidying then bed.

### **SATURDAY AND SUNDAY**

I did the animal jobs and Charlie took Gudrun and Maddy to a drama club and Gwyn to see a friend.

Then Charlie and I and our two kids went and had a camp out in the woods at another friend's house, our two and their friends (boys 13 and 16) hung out in the woods and lit a camp fire and cooked their dinner on it, and slept in tents.



## High Life Highland

**Tel: 01463 663800**

Visit [www.highlifehighland.com](http://www.highlifehighland.com) established in October 2011, High Life Highland is a charity developing and promoting opportunities in Adult Learning, Archives, Arts, Leisure Facilities, Libraries, Museums, Outdoor Education, Sport, and Youth Work.

**Youth Work:** Are you 11 to 26 and interested in taking part in activities and working within your community to make sure young people are listened to? High Life Highland places a qualified Youth Worker in each of the 29 secondary school catchment areas to help you do just that. The activities support your education and personal development and help enable you to gain a voice, influence, and place in society.

Youth Workers target many of their activities at young people who live in areas where opportunities are limited, or life circumstances are challenging, and will help you access activities and experiences that enhance your achievements and knowledge.

Young people are encouraged to take responsibility for their own development and are offered a range of Awards, which recognise and celebrate their achievements, e.g. Duke of Edinburgh, Youth Achievement, John Muir, Saltire Awards (previously Millennium Volunteer), Quality Young Scot Awards.

The Youth Workers are supported by a Highland-wide team responsible for programmes such as Highland Youth Voice (the Youth Parliament) and the Young Scot National Entitlement Card and associated services.

The Youth Worker staff also support the Highland Youth Convener. This is a full-time bursary post for a young person to represent the interests of all young people to the Highland Council and other key agencies.

If you are a young person, aged 11 upwards, we will help you to realise the opportunities available within Highland – remember we are here to support you. Visit your own Youth Voice Website on [www.hyv.org.uk](http://www.hyv.org.uk). This site is all about Highland young people and connecting you with each other, the decision makers that affect you, the information you want, and is ultimately a show-case for the rest of the world when they visit the site to find out what it is like to be young in the Highlands.

Contact: Mike Jones – Senior Youth Development Officer  
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## **NHS HIGHLAND DENTAL SERVICES - ORAL HEALTH IMPROVEMENT CONTACTS**

### **North Community Health Partnership Area:**

#### **Caithness:**

Oral Health Promoter, Lochshell Dental Centre, Wick Business Park,  
Wick. KW1 4QR.  
Tel: 01955 609945

#### **Sutherland West:**

Oral Health Educator, Office No. 6, Harbour Offices, Kinlochbervie,  
IV27 4RR.

#### **Sutherland East:**

Oral Health Educator, Robertson Health Centre, Alness, Ross-shire,  
IV17 OXS.

### **Mid Highland Community Health Partnership Area:**

Oral Health Improvement Co-ordinator, The Portacabin, Dingwall Health  
Centre, Ferry Road, Dingwall  
Tel: 01349 868779

#### **Ross-shire:**

#### **Tain and Seaboard Villages, Alness and Invergordon, West Coast Area:**

Oral Health Educator, Robertson Health Centre, Alness, Ross-shire,  
IV17 OXS.

Tel: 01349 883923

#### **Dingwall and Black Isle:**

Oral Health Educator, Centre for Health Sciences, Inverness.  
Tel: 01463 235468

#### **Skye & Lochalsh:**

Oral Health Educator, Dunvegan Health Centre, Isle of Skye  
Tel: 01470 521774



**Lochaber:**

Dental Clinic, Camaghael Health Centre, Fort William.  
Tel: 01397 709865

**South East Community Health Partnership Area:**

Oral Health Promoter, 39-41 Harbour Road, Inverness, IV1 1UF  
Tel: 01463 703974

**Inverness-shire East and Rural:**

Oral Health Educator, Culloden Health Centre, Keppoch Road,  
Culloden  
Phone 01463 792554

**Inverness-shire West and Town:**

Oral Health Educator, Nairn Town & County Hospital, Nairn  
Tel: 01667 451524

**Aird Area, Kilchuimen & Drummond School:**

Oral Health Educator, Dental Clinic, Abban Street, Inverness  
Tel: 01463 718140

**Nairn, Ardersier & Croy:**

Oral Health Educator, Nairn Town & County Hospital, Nairn.  
Tel: 01667 451524

**Badenoch & Strathspey:**

Dental Hygienist, Aviemore Health Centre  
Tel: 01479 811019