Lead Scotland
Linking education and disability

Annual Impact Review

2025–26



Creating opportunities.
Removing barriers. Changing lives.

1 April 2025 to 31 March 2026 · Illustrative photograph

In this review

The people, services and partnerships behind the year.

Welcome

Chair's foreword 04
Chief Executive's review 05
At a glance 06
About Lead Scotland 07
Our model 09

Our services and impact

Strategic context 10
Confidence and connection 11
Connection in practice 12
Learning services 13
Dundee Adult Learning 14
Fife Learning and Digital Support 15
Perth and Kinross Learning 16
Learning across other areas 17
Accredited learning and qualifications 18
Cyber skills within learning 19
Employability services 20
Aberdeenshire Employability 21
East Lothian Employability 22
Perth and Kinross Employability 23
Disabled Students' Helpline 24
From information to stronger rights 25
Policy and influence 26
Where we sought change 27

The organisation behind the work

The difference across our work 28
Governance and partnerships 29
Financial review 30
Looking ahead 31
Thank you, Emma 32
Thank you to our supporters 33

Chair’s foreword

Governance, stewardship and confidence

This Annual Review celebrates what people achieved with Lead Scotland during 2025–2026 and the commitment of the staff, volunteers, partners and funders who made that work possible.

The Board’s role is to ensure that Lead Scotland remains well governed, financially resilient and focused on its charitable purpose. During a challenging period for the voluntary sector, we continued to oversee delivery, finance and risk while supporting the development of the organisation’s next strategic direction.

The year also marked an important leadership transition. Emma Whitelock left Lead Scotland after an exceptional 25 years of service, including 10 years as Chief Executive. We thank Emma for the contribution she made to the organisation and welcome Robert McKay as Chief Executive.

Above all, thank you to everyone who placed their trust in Lead Scotland. The experiences and ambitions of the people we support remain the reason the organisation exists.

Paul Smith

CHAIR



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Chief Executive's review

Direction, delivery and the reality of the year.

I joined Lead Scotland in June 2025 during a year of transition. What I found was an organisation with a clear purpose, deep expertise and colleagues who care deeply about the difference our work makes.

This review shows the range of that work. A learner in Fife gained their first qualification at the age of 52. People received support to return to work, access essential online services and reconnect with others. Our Helpline supported families facing complex barriers to education and brought those experiences into conversations with decision-makers.

New employability contracts in Perth and Kinross and East Lothian enabled us to continue supporting people following the closure of the Multiply programmes before the start of this reporting year.

The funding environment remained challenging. Short-term, restricted funding limits what organisations like ours can plan and sustain, while many of the people we support need patient, long-term assistance. During 2025-26, we responded by protecting frontline delivery, strengthening partnerships and improving how we understand, measure and communicate our impact.

Lead Scotland is a remarkable charity that recognises that every person's path to progress is different. We work alongside disabled people, unpaid carers and others facing barriers, helping them find their own route forward and achieve their goals.

I am delighted to be part of Lead Scotland and to work with such committed colleagues, volunteers and partners. Together, we are creating opportunities, reducing barriers and helping people realise their potential. I hope this report gives a sense of both the impact of our work today and the opportunities ahead.

Robert McKay

CHIEF EXECUTIVE



Learners and staff working together

At a glance

Headline measures from 1 April 2025 to 31 March 2026.

2,359
direct engagements

4,490
indirect engagements

6,849
combined reach

427
local learning and employability participants

298
Disabled Students' Helpline contacts

301
cyber learning and training engagements

136
targeted digital inclusion participants

81
befriending engagements

1,047
direct users of my.Lead and digital.Lead

Digital reach

Our online learning platform and digital health checker recorded almost 6,900 views during the year.

Accredited achievement

103 qualifications were assessed during the year, including 28 SCQF Level 4 joint awards in Cyber Security Fundamentals and Internet Safety.

These measures describe different types of activity and may overlap. Engagements, contacts, participants, users and views should not be added together or treated as a count of unique people.

About Lead Scotland

A national charity working to reduce educational and social exclusion and widen opportunity.

Who we are

Lead Scotland was established in 1979 to advance education and reduce barriers experienced by disabled people, unpaid carers and others disadvantaged by social or educational exclusion.

Our charitable purpose is delivered through personalised learning, befriending, information and advice, digital inclusion, employability support and influencing work. We work in homes, community settings and online, adapting the pace, format and setting of support to the individual.

Why we exist

People may face several barriers at the same time: disability, caring responsibilities, poverty, rural isolation, inaccessible systems, digital exclusion, low confidence or previous negative experiences of education. Our role is to make participation possible and help people build skills, confidence, connections and opportunities.

Vision

A fair society where disabled people and carers have an equal opportunity to learn, participate and achieve their potential.

Mission

To influence change and provide personalised learning, befriending, advice and information services.

“People should be able to start in the right place for them and move forward at their own pace.”

Learner

Our model

National expertise. Local relationships. Connected impact.

National services, local reach

Specialist services and expertise accessible across Scotland, wherever people live.

Local relationships, national reach

Personalised services rooted in communities, strengthened by national expertise.

Our Disabled Students' Helpline, cyber learning, online resources, qualifications and policy work help people overcome barriers wherever they live.

Our learning, digital inclusion, employability and befriending services build skills, confidence and connections. Local experience informs national learning, partnerships and policy.

Dundee

North Lanarkshire

Fife

What we learn locally strengthens what we do nationally. What we develop nationally benefits people locally.

Aberdeenshire

Perth and Kinross

East Lothian

Strategic context

Our work in 2025–2026 continued to be guided by Lead Scotland's 2023–2026 Strategic Goals: widening local and remote learning, extending befriending, developing the Disabled Students' Helpline and enabling more disabled people to influence policy.

The Board extended the strategy to 31 December 2026 to allow a comprehensive review and development of the next strategic plan. The year therefore combined delivery against the existing strategy with preparation for Lead Scotland's next phase.

Our services and impact

The following sections bring together our national and local services, illustrating their reach, achievements and contribution to people's lives during 2025–26. Individual projects and case studies show how our work responded to different circumstances and priorities across Scotland.

Confidence and connection

Purpose

This area of our work creates accessible first steps for people who may not yet be ready for formal learning or employability support. Consistent relationships, encouragement and low-pressure activity can reduce isolation and help people reconnect with community life.



Illustrative photograph · supplied image collection

What we delivered

Fife Adult Befriending

Short-term, one-to-one befriending for adults who may experience isolation because of disability, ill health or other circumstances. Volunteers provide regular contact and encouragement, with an emphasis on helping people build sustainable community connections.

Fife Young Carers Befriending

Volunteer befriending for young carers aged 12–18. The service gives young people time away from caring responsibilities, space to focus on their own interests and wellbeing, and a trusted relationship outside their caring role.

Reach and outputs

Across befriending activity, 81 engagements were recorded during 2025–26.

Connection in practice

Feedback across the befriending services described increased confidence, reduced loneliness and greater willingness to take part in activities or consider future steps. The value is often cumulative: regular contact builds trust, trust creates confidence, and confidence makes wider participation more achievable.

Case study: Ben and Val

Ben lives independently in West Fife and works as a carpenter. A brain injury following a serious assault affected his memory, sense of direction and sensory processing. After the death of his fiancée, his mother referred him to Lead Scotland to help him develop friendships and reconnect with his community.

Ben was matched with Val, an experienced volunteer. They began meeting weekly for walks, cafés, community visits and snooker. Ben became more confident, less lonely and more engaged in life outside work.



Illustrative photograph · supplied image collection

> “It’s good to have someone to blether with and I’m feeling a lot more confident getting out and about.”
>
> **Ben**

Insight

Connection is not a soft extra. For some people it is the foundation on which learning, volunteering, independence or employment can later be built. Our experience also reinforces the importance of flexible, relationship-based support for people who may not engage with more formal services at first.

Learning services

Purpose

Lead Scotland reaches people who may not otherwise access education because of disability, health conditions, caring responsibilities, transport barriers, digital exclusion or lack of confidence. Learning is delivered one-to-one, in small groups, at home, in community settings and online.

What we delivered

Learning covered literacy, numeracy, digital skills, online safety, budgeting, communication, independent living, wellbeing, cyber resilience and preparation for further learning or volunteering. Accredited learning and Adult Achievement Awards provided opportunities for recognised achievement.

295
adult learning participants

103
qualifications assessed

28
SCQF Level 4 cyber joint awards



Illustrative photograph · supplied image collection

Dundee Adult Learning

Dundee Adult Learning Project

During 2025–26 the project supported 60 disabled adults and unpaid carers through one-to-one sessions, small groups and community-based delivery. Learning included literacy, numeracy, digital skills, online safety, budgeting and independent living. Learners could also work towards accredited awards, with achievements up to SCQF Level 6.

At a glance

60 learners • 100% reported increased confidence • every participant identified at least one barrier they had overcome

Case example

Three learners living in an NHS-supported residential setting wanted to improve literacy and numeracy as part of becoming more independent. Working with care and therapy staff, Lead Scotland developed individual and group sessions using practical exercises and interactive number games. Their developing skills are helping with shopping, budgeting, written information and everyday decision-making.

Insight

Co-production with learners and partner organisations helps ensure learning is practical, relevant and connected to real-life goals rather than being shaped around a fixed curriculum.



Illustrative photograph · supplied image collection

Fife Learning and Digital Support

Fife Adult Learning

Personalised learning support for adults who identify as disabled, are carers or face barriers to accessing education. Home-based and flexible approaches are particularly important for people who cannot readily engage with mainstream provision.



Illustrative photograph · supplied image collection

Case example: a first qualification at 52

A learner referred by Fife Council's Criminal Justice Service had recently returned to the community after prison. At 52, they had never achieved a formal qualification and were living with the effects of a brain injury and very low confidence. Home-based one-to-one learning allowed trust to develop without pressure. Over several months, the learner achieved their first qualification in Numeracy and began working towards further qualifications.

Fife Adult Carers Digital Skills

Digital skills, cyber security and technology-confidence support for unpaid adult carers. The service recognises that digital access affects far more than technology: it can determine whether people can access services, information, appointments, learning and social connection.

Perth and Kinross Learning

Digital Inclusion Service

The service supported 92 learners, including 15 people seeking asylum and people experiencing disability, caring responsibilities, isolation or poor mental health. Delivery included home visits, community learning and drop-ins, working with partners including Vision PK, PKAVS, Perth Welfare Society, Learning Curve, Perth Citizens Advice Bureau, Scottish Refugee Council, NHS Occupational Therapy and local authority services.

At a glance

92 learners • 95% reported increased digital confidence • 92% reported improved digital skills • 15 people seeking asylum supported

Outcomes

Learners used new skills to attend online meetings, manage appointments, access education, search for work, shop safely, plan journeys and maintain social connections. Assistive technologies such as voice dictation, magnification and accessibility settings helped people remain independent.

Insight

Digital exclusion is rarely a single problem. Cost, confidence, accessibility, devices, connectivity and previous experience interact. Effective support therefore needs to be local, patient and personalised.



Illustrative photograph · supplied image collection

Learning across other areas

North Lanarkshire Learning

A funded local learning service operated in North Lanarkshire during 2025–26, running to 31 March 2026.

Aberdeenshire Learning Services

Lead Scotland maintained adult-learning and Community Learning and Development connections in Aberdeenshire alongside its employability activity. The service formed part of the organisation's wider local learning footprint during the year.

Highland partnership activity

Lead Scotland continued funded involvement in Highland adult-learning structures, including co-chairing the Highland Adult Learning Development Group with High Life Highland and participating in Community Learning and Development activity. This was partnership and strategic learning work.

Working beyond individual sessions

Local learning networks and partnerships help connect people with opportunities and support.

Accredited learning & qualifications

Qualifications are part of our learning and employability offer rather than a separate pathway. As an approved Qualifications Scotland centre, Lead Scotland can deliver more than 60 qualifications and units, alongside Adult Achievement Awards accredited by Newbattle Abbey College.

During the year, 103 qualifications and awards were assessed, comprising 75 qualifications and awards across our wider learning and employability services, including eight Adult Achievement Awards, and 28 SCQF Level 4 joint awards in Cyber Security Fundamentals and Internet Safety. Delivery also included Numeracy, Communications and Steps to Work. Across employability services, 25 people gained qualifications, with some completing more than one.

75

Qualifications Scotland qualifications

28

SCQF Level 4 awards: Cyber Security Fundamentals and Internet Safety

High Confidence

in all five verification categories

Quality assurance

A February 2026 Qualifications Scotland Systems Verification Visit awarded Lead Scotland High Confidence across management of the centre, resources, candidate support, internal assessment and verification, and data management.

> **“I was concerned I wouldn’t be able to do it, but I have been able to improve in my reading. It shows my determination to learn to read and write and to succeed.”**
>
> Communications learner

Cyber skills within learning

Cyber learning was a major strand of the year's learning offer. Lead Scotland delivered 34 webinars with 285 attendees and supported 28 Level 4 Cyber Security Fundamentals and Internet Safety qualifications. Ten new cyber blogs received 612 views, the Training the Trainers Hub attracted 297 views and Easy Read guides were downloaded 670 times.

Accessible formats widened participation. BSL activity and community-language resources complemented webinars, Easy Read material and online courses.

34 webinars	**285** webinar attendees	**28** Level 4 cyber qualifications
612 views of 10 new cyber blogs	**670** Easy Read downloads	**2,016** courses undertaken on my.Lead

Case study: Campbell

After previous hacking experiences, Campbell felt overwhelmed about staying safe online. Individual follow-up sessions focused on practical priorities and regaining access to a social-media account that had been inaccessible for years. Over several weeks, Campbell moved from fear and uncertainty to greater confidence and control.



Illustrative photograph · supplied image collection

> **"The way each topic has been put together provided me with enough information to induce confidence and dispel fear."**
>
> Campbell, name changed

Employability services

Purpose

Our employability services help disabled people and others facing barriers to work identify their strengths, develop practical skills and pursue opportunities that reflect their ambitions and circumstances. Support ranges from building work readiness to securing and sustaining employment.

What we delivered

During 2025–26, Lead Scotland delivered No One Left Behind employability services in Aberdeenshire, Perth and Kinross and East Lothian. New contracts in Perth and Kinross and East Lothian extended our provision alongside the established Aberdeenshire service.

132
employability participants

3
principal local authority areas

25
people gained qualifications through employability

Aberdeenshire Employability

All in Aberdeenshire

ABERDEENSHIRE

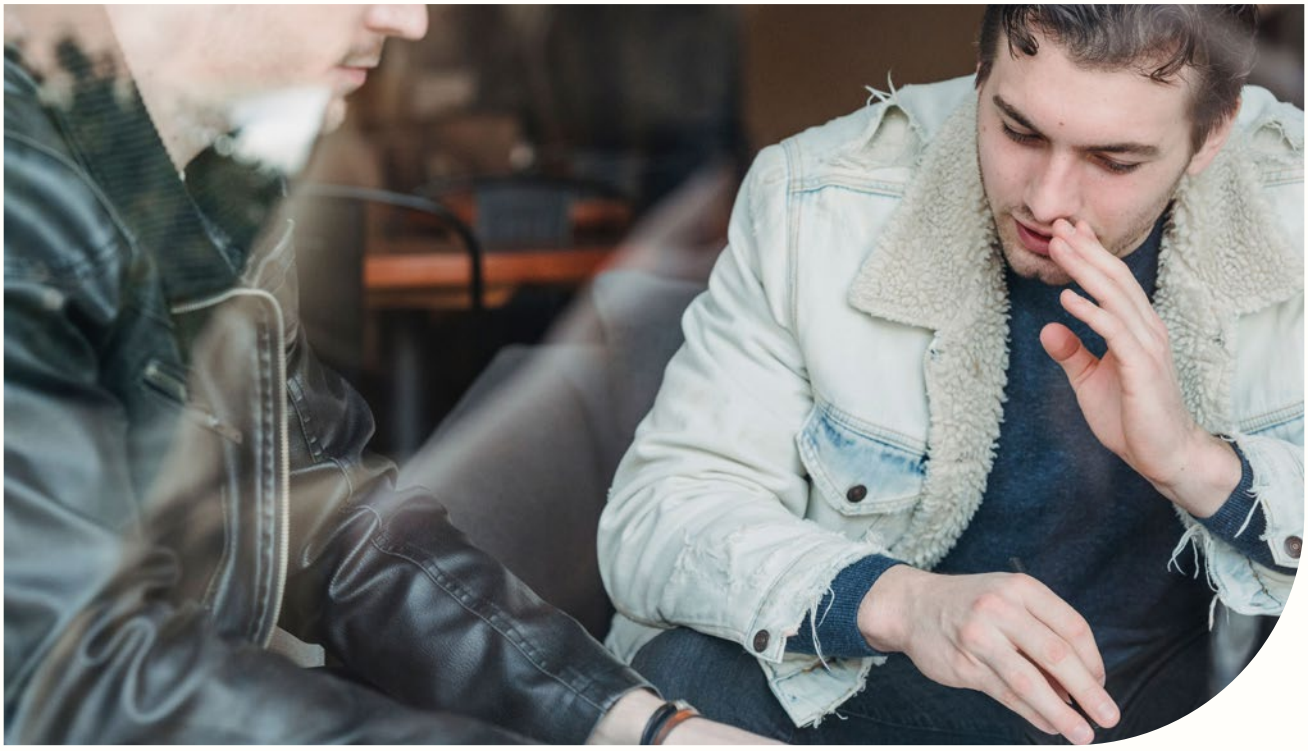
Our established employability service operated within the All in Aberdeenshire consortium alongside Enable Works, Volunteering Matters and Apex Scotland. The partnership model strengthened referral routes and provided more coordinated support as people moved towards employment, volunteering and community participation.

Case study: Tim

Tim had been unemployed for eight years and wanted to return to part-time work, but returning to his former career as a chef was not suitable. Lead Scotland helped him rebuild his CV, prepare a tailored cover letter and explore appropriate opportunities. Interview coaching and a supported two-week gardening work trial led to an offer of paid employment.

Another outcome: Toby

After more than a year out of work, Toby wanted to return to the cleaning and hygiene sector. Tailored CV and cover-letter support, job searching and mock interviews helped him communicate his experience more effectively. After three applications, he secured a 30-hour-per-week paid role.



Illustrative photograph · supplied image collection

East Lothian Employability

East Lothian Employability

EAST LOTHIAN

This was one of the new employability opportunities secured during 2025–26. The service combined one-to-one and group support, informal and formal learning and opportunities for accreditation for adults needing help to prepare for, find or sustain work.



Illustrative photograph · supplied image collection

Case study: LB

LB was volunteering in a recycling plant, food bank and café but faced barriers with reading, money handling and memory. Lead Scotland supported him with his CV, five job applications, numeracy, mock interviews and in-work support.

He became more independent using the café till, took on coffee making and food preparation, approached employers independently and improved his confidence managing personal finances.

Insight

Progression is not always captured by a single job outcome. Increased independence, stronger workplace skills and the confidence to approach employers are meaningful steps towards sustained employment.

Perth and Kinross Employability

Perth and Kinross Employability

PERTH AND KINROSS

A new employability contract during 2025–26 provided tailored support with confidence, CVs, applications, interview preparation, progression planning and wellbeing.

Case study: Daniel

Daniel was balancing caring responsibilities while looking for a career-level role. Through one-to-one support with CV development, applications, interview preparation and wellbeing, he secured full-time employment in banking.

> **“I am absolutely delighted with this and very thankful for Lead’s help.”**
>
> Daniel

Crieff Connexions

Disabled volunteers from a food hub, charity shop, community café and warehouse worked towards Adult Achievement Awards at SCQF Levels 3–6. The programme helped participants recognise skills developed through volunteering and connect those skills to future employment goals.

Illustrative photograph · supplied image collection



Disabled Students' Helpline

Purpose

Lead Scotland provides Scotland's only national Disabled Students' Helpline and Information Service. It supports disabled learners, prospective students, carers, families and professionals to understand rights, explore options and make informed decisions about education.

What we delivered

Support was provided by phone, email and information resources, including guidance on access to further and higher education, reasonable adjustments, student support, funding, transitions into learning and barriers experienced during study.

298
contacts

Scotland-wide
national service

Independent
rights-based information

Outcomes

The service helps people understand what they can ask for, identify practical next steps and make decisions with greater confidence. Recurring enquiries also reveal where systems are inconsistent or difficult to navigate.



Illustrative photograph · supplied image collection

From information to stronger rights

What enquiries tell us about the barriers disabled students face.

Insight

- Complexity and inconsistency in support arrangements
- Uncertainty about reasonable adjustments and entitlements
- Barriers during transitions into college or university
- A gap between information/self-advocacy and independent representation in more complex disputes

Our response

During the year we continued to explore stronger referral pathways and how the Helpline could develop a more structured advocacy offer in future. Evidence from enquiries also fed into policy work on tertiary education, student support and accessibility.



Illustrative photograph · supplied image collection

> The Helpline combines practical support for individuals with wider learning about what needs to change to make education more accessible.

Policy and influence

Purpose

Lead Scotland's direct services show us where systems work well and where people continue to encounter avoidable barriers. Our policy role is to bring that evidence together with lived experience and use it constructively to influence national and local decision-making.

What we did

During 2025–26, 20 disabled people were actively involved in influencing national policy, strategy and plans. Wider influencing and partnership activity included 76 strategic engagements reaching 5,973 people.

20
disabled people directly involved

76
strategic engagements

5,973
people reached through influencing and partnership activity

Evidence base

Evidence came from Helpline enquiries, learner and service experience, direct consultation with disabled people and participation in networks across education, transitions, digital inclusion, cyber resilience and adult learning.



Illustrative photograph · supplied image collection

Where we sought change

A significant focus was improving access and support for disabled students. Through engagement around the Tertiary Education and Training (Funding and Governance) (Scotland) Bill and wider student-support discussions, Lead Scotland contributed evidence, participated in policy roundtables, developed briefings and worked with partners and MSPs.

Four disabled people took part directly in discussions with Scottish Government representatives, sharing their experiences and recommendations. We also helped establish the foundations for a Disabled Students Advisory Group, creating a route for lived experience to inform future policy development.

Research and evidence

In June 2025, Lead Scotland published **Digital Access in Healthcare**, drawing attention to digital barriers experienced by disabled adults in Aberdeen and Aberdeenshire. The research highlighted issues of confidence, access to devices and data, inaccessible digital services and limited signposting to support.

Positioning

Our distinctive contribution is the connection between direct delivery and national influence. We do not rely only on abstract policy analysis: the experiences people bring to our services provide evidence about where systems need to change.



Photo: S. Perquin / Wikimedia Commons. Licensed under CC BY-SA 4.0

The difference across our work

The experiences of people supported by Lead Scotland during 2025–26 demonstrate that meaningful outcomes take different forms. Across our services, we saw how accessible opportunities, trusted relationships and practical support can make a meaningful difference. These experiences have also helped us identify what needs to change in the wider systems people rely upon.

What we are learning

- People often need support across several areas of their lives, reinforcing the importance of connecting our services rather than treating them as separate activities.
- Building confidence and social connections is sometimes the most significant achievement for an individual, rather than simply a step towards another outcome.
- Digital exclusion is about more than access to technology. Confidence, affordability, accessibility and the ability to use essential online services all influence people's opportunities and independence.
- Where and how support is delivered can determine whether someone is able to participate at all. Home-based, community and one-to-one approaches remain vital for people who cannot access mainstream provision.
- The experiences of people using our services provide valuable evidence of barriers within education and other public systems. Bringing these experiences into policy discussions helps us advocate for improvements that extend beyond individual cases.

Governance and partnerships

Governance

Lead Scotland is governed by a volunteer Board of Trustees, who are also company directors. The Board oversees strategy, finance, risk, compliance and organisational performance. During the year, committee scrutiny supported more detailed oversight of finance and risk, strategy and futures, and governance and compliance.

Stewardship

The Board maintained oversight of financial performance, reserves, risk and the funding pipeline. Lead Scotland continued to focus on diversifying income and ensuring new opportunities remained aligned with charitable purpose.

Partnerships

Partnership working is fundamental to how Lead Scotland reaches people. Local delivery involved local authorities, Health and Social Care Partnerships, Community Learning and Development providers, employability networks, NHS and community organisations.

Strategic participation included adult-learning networks, the Scottish Transitions Forum, Qualifications Scotland equality and inclusion activity, Cyber Scotland networks and wider digital inclusion partnerships.

Partnership in practice

Examples during the year included All in Aberdeenshire, Vision PK, PKAVS, Perth Welfare Society, Perth Citizens Advice Bureau, Scottish Refugee Council, NHS Occupational Therapy, Fife partners and High Life Highland.



Illustrative photograph · supplied image collection

Financial review

Careful stewardship during a year of funding transition.

£745,437 total income	**£767,142** total expenditure	**£21,705** net deficit
£504,341 total funds	**£334,571** unrestricted funds	**£169,770** restricted funds

This financial summary should be read alongside Lead Scotland's full annual accounts for 2025–26.

Income continued to come predominantly from restricted funding linked to specific charitable activity. Principal sources included Scottish Government funding, the Cyber Resilience Unit, local authorities and partnerships, Community Learning and Development, Local Employability Partnerships, Health and Social Care Partnerships, charitable trusts, foundations and donations.

Scottish Government core funding administered through Corra Foundation remained important to organisational stability, national infrastructure, partnership development and delivery.

Income reduced by 22% compared with the previous year, primarily due to the cessation of five UK Government-funded Multiply projects on 31 March 2025. This reduction was partially offset by new employability contracts and continued support from key funding partners.

The deficit was managed through available reserves and reflected continued investment in charitable delivery during a period of transition. Trustees considered the reserves position appropriate given uncertainty across public funding, demand for services and the importance of organisational resilience.

Reserves

Unrestricted reserves at year end were approximately equivalent to six months of the relevant operating costs identified in the reserves policy.

Looking ahead

Building on what worked in 2025–26 while preparing for Lead Scotland's next strategic period.

Our focus is on strengthening inclusive learning, digital access, employability, advice and advocacy, while ensuring Lead Scotland remains sustainable and able to influence wider change.

Priorities

- **Strengthen pathways between learning, confidence, qualifications and employment.**
- **Expand personalised digital inclusion and accessible cyber learning.**
- **Develop the Disabled Students' Helpline and explore stronger advocacy pathways.**
- **Use lived experience and service evidence to influence policy and practice.**
- **Strengthen partnerships, diversify income and build organisational resilience.**

What needs to change

Our challenge is not simply to do more, but to focus our resources where we can make the greatest difference, working with others to remove barriers that mainstream systems leave in place.

Thank you, Emma

25 years

25 years with Lead Scotland. 10 years as Chief Executive.

2025 marked the end of an extraordinary 25 years of service to Lead Scotland by Emma Whitelock, including 10 years as Chief Executive and a relationship with the organisation spanning eight different roles.

Emma's hard work and dedication helped drive Lead Scotland forward over many years. Her contribution encompassed the organisation's development as a provider of accessible learning, national information and advice, digital and cyber work and an evidence-led voice for disabled learners.

The Board, staff and wider Lead Scotland community thank Emma for her remarkable contribution and wish her every success and happiness for the future.



She leaves the organisation in a good place, ready for her successor to take up the reins and lead the team to continued success.

Thank you to our supporters

Thank you to every learner, befriendee, student, carer and family member who engaged with Lead Scotland during 2025–26.

Thank you to our volunteers, staff and Trustees for the knowledge, care and commitment they bring to the organisation.

And thank you to the funders, commissioners, local authorities, public bodies, community organisations, networks, donors and partners whose support made this work possible.

Support that makes participation possible

Every contribution helps sustain personalised learning, trusted relationships and accessible advice.

Aberdeenshire Council

BlackRock

Co-op Local Community Fund

Dundee Council

East Lothian Council

Enable (All in Aberdeenshire)

Exxon

Fife Council

Forteviot Charitable Trust

High Life Highland

North Lanarkshire Council

Perth and Kinross Council

Scottish Government

SCVO

Strathearn Arts

The Hugh and Mary Miller Bequest

Get in touch

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enquiries@lead.org.uk

www.lead.org.uk

Disabled Students' Helpline: **0800 999 2568**

Lead Scotland

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Accessible formats

If you require this Annual Review in another format, please get in touch.

About the photographs

Photographs selected from the supplied image collections are used illustratively. They do not depict the named case-study participants or document the activities described. Case studies and quotations are drawn from the supplied annual review.