**Summer interventions programme – case study from Aug 2022**

In July 2022 D had just enrolled with Lapwing as a Year 12 student. They had been out of education for two years having been unable to thrive in a range of education settings due to their diagnosis of ADHD, Tourette’s Syndrome and dyslexia with oppositional defiance and ASD traits. D’s aspiration is to complete a media course and potentially go on to work in this sector. Lapwing were planning to work with D for the next academic year (2022-23) helping them gain functional skills qualifications in English, maths and ICT and developing their social and emotional self-regulation techniques to be able to go to potentially college to study media in September 2023.

With the support of valuable grant funding, Lapwing offered D three sessions (one every two weeks) over the 6 week holiday period with the following primary objectives:

* Maintain engagement with Lapwing having only just commenced their education programme after a significant period of being NEET
* Reduce risk of isolation, a mental health dip and criminal exploitation, which were all likely following a prolonged period of isolation prior to commencing work with Lapwing including questions around self-identity
* Deliver a therapeutic experience that will help D start to manage his emotions, sensory needs and develop confidence as well as acquiring new skills

D expressed a desire to develop practical media skills and, knowing about their love of music, Lapwing offered D introductory sessions in DJ skills and techniques. This suggestion was well received and engaged D immediately. The sessions were setup to enable D to discover and explore the hardware and software in a tactile way. This, coupled with the skill of the specialist Lapwing tutor, meant that D gained a genuine interest in not only DJ skills, but also researching the culture and history of a range of music genres.

By the second session D was happy to take direct instruction on how to practise the fundamental skills of being a DJ, many of which are underpinned by having secure numeracy skills. D learnt how these skills would be applied in a real world setting with a crowd present and D found the sessions highly relevant as he began to imagine himself using DJing as a potential part time career.

These sessions also developed D’s communication and interaction abilities with a real focus on self-regulation. In a short space of time D was able to demonstrate that, during this therapeutic and absorbing activity, D can take direction, control his behaviour, emotions and thoughts and was able to alter them in accordance with the demands of the situation. D related to this requirement given the need for a DJ to engage with and influence the mood of an audience through the music. Also, as this is a standing – and often dancing – workshop, this activity was effective in enabling D to meet his sensory needs and adjust his body position in order to reduce his muscular tension and body ticks as outlined in his EHCP.

D was so taken by these three sessions he went and purchased his own introductory DJ hardware and software and is looking forward to creating a set to play to his friends, initially online, but is being encouraged to perform in person at a small group event held by Lapwing, which will enable him to develop his confidence and self-regulation around peers and in social settings. D continues to thrive at Lapwing and is on track to attain his Level 2 functional skills in English, maths and ICT and has been offered a place at college to study music production in September 2023!