

Lapwing

Student review

Student name and focus: RL. A year 11 student transitioning onto a Lapwing bespoke post 16 programme in Sep 2019 having not accessed regular education for two years.

Review period: Summer holiday 2019

Attendance: 8 x 3-hour sessions during July and August - 100%

Achievements

- Regularly taking part in sessions outside the home.
- Sharing feelings and anxieties openly.

Rationale

Despite being enrolled with a specialist PRU's small group provision, RL had been out of education for approximately two years due to extreme anxiety. As expected, RL was reluctant to leave the family home initially and therefore his first few Lapwing sessions were conducted there. RL was keen to create some You Tube style videos on gaming and produced and edited a couple of videos, expanding his I.C.T. skills in the process. The main aim was to use RL's interest as a hook to engage him in his programme with a longer term learning outcome of producing a video as part of the evidence required for an Arts Award qualification, which he could go on to achieve with Lapwing in the subsequent academic year. This approach was successful and, despite needing support to manage his anxiety, RL gradually began to attend sessions outside the home.

Literacy and numeracy

Literacy and numeracy have been embedded in all the sessions over the summer holiday period. RL is an articulate student who can express knowledge with a good level of vocabulary. He has been keen to analyse work verbally, dictating the answers to questions, that can then be noted down. He is not keen to write his thoughts or answers independently. RL studied volume, mass and time throughout the summer sessions. He has great mental arithmetic skills. RL writes sparingly and is not keen to note down his methods or workings. This is something to develop over the coming year.

Science

During the summer RL completed three science investigations. He was keen to take part but, due to his sensory needs, he refrained from getting dirty or touching anything that might feel odd. He was encouraged to give the tutor instructions of what to do, which he managed well, and this approach allowed him to develop his confidence to lead the learning. RL is reflective on what he has witnessed and can give logical suggestions on how this can be improved. RL has expressed that he is most confident in chemistry and physics and is keen to cover more biology and increase his confidence in this area.

Personal, social and emotional development

The summer sessions have allowed RL to maintain a focus on engaging in sessions and build a relationship with tutors that can be taken forward over the coming academic year. It is apparent that when there is a long gap between sessions, RL's ability to engage decreases and it has taken a bit of time to recover and for progress to continue. This observation demonstrates the value of the summer programme in establishing and maintaining this contact prior to the start of a new academic year and a new education provision.

From working with a counsellor over the past two years, RL has become able to recognise how he feels and can start to reflect on what is causing it. At the start of summer programme,

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he was unable to express these feelings to tutors but, through building a trusting relationship, he has started to share this information which is a significant step forward.

Attitude to learning

RL's attitude towards learning and engagement in sessions can vary from session to session and sometimes within a session. RL likes learning goals to be clear and concise and therefore likes to complete specific tasks and worksheets rather than explorative or open-ended activities. RL is less keen to take part in physical activities e.g. science experiments, preferring to give instruction. RL's writing is very concise; this leads to him not gaining credit for the extensive knowledge he is able to express verbally. When tutors have discussed the need to demonstrate a full process, RL is reluctant, although progress was made by asking him to fully explain the rules of a game (in response to his interest in gaming), which he responded more positively to.

Next steps for 2019-20

- Increase RL's self-confidence, and as a result, his willingness to access new settings.
- Reduce his reliance on his phone over the coming months – RL uses the online games to self-regulate but other self-help strategies can be adopted to reduce this dependency.
- Work towards an Arts Award.
- Extend written answers through including more detail and explanation.
- Consistently show workings and methods when completing calculations.
- Develop life skills and independence as both a learner and within the community.