

KM

Areas of Celebration

Achievement, curriculum, engagement, support

Student Profile

K joined the UTC as a year 10 student in September 2019. K had an EHCP for a variety of SEND needs, including ADHD, SEMH and sensory physical needs. K found it difficult to build and maintain positive peer relationships and also needed time to build and develop trust and respect with adults. He became very disengaged in his previous educational setting, spending the majority of his time in Year 9 in the Learning Hub, undertaking non academic activities, rather than in the classroom with his peers. This reduced his predicted grades from 4.4 at KS2 Sats to KS3 predictions of achieving Grade 3's.

On arrival to the UTC, K found it very difficult to adjust to being back in the classroom and to conforming with the UTC expectations. His initial behaviour in Year 10 was particularly challenging, so we worked closely with K and his parents to develop appropriate strategies, which included both classroom support and teaching strategies, and pastoral support. K built up a trusted relationship with the SENCo and the TA, which allowed him opportunities to discuss and reflect on anything that he needed to.

K received regular 1:1 online pastoral and class related support during the lockdown in 2020, and when he returned after lockdown, he had a renewed interest in his studies. With that in mind, there was one topic that he was disengaged with, so he was able to drop that, and instead, work with the TA on a 1:1 during those sessions to gain support with portfolio completion and catch up on any class work missed. Classroom support was focused on his main subjects, English, Maths and Science, and 1:1 pastoral support continued. K responded very well to praise, so he was rewarded for good behaviour and completion of work. Positive communication was also relayed home, which had an encouraging impact.

Due to the inclusive and supportive learning environment, and the hardwork and commitment of both K and the staff, K increased his academic achievements and achieved grades 4 and 5 in all of his GCSE's and has since secured an apprenticeship with British Rail.

What we did

- Individualised classroom and pastoral support
- 1:1 support with portfolio building and closing the knowledge gaps in the main subjects
- Personalised KS4 curriculum
- Regular and effective communication both with K and with his parents
- Climate of inclusivity