

LT

Areas of Celebration

Transition, engagement, confidence and attendance

Student Profile

L joined the UTC as a year 10 student in September 2021. L is very bright, but lacks confidence in her abilities. She has dyslexia, dyspraxia and sensory processing difficulties.

L started her secondary education journey positively, however throughout Year 8 and Year 9, L developed considerable anxiety. This was due to a mixture of personal reasons and Covid lockdowns and restrictions. Due to this her attendance throughout Year 9 dropped to an average of 55% and she became disengaged with her studies and became very reclusive socially.

Her mother got in touch with the UTC, with the vision that a change of educational setting and a smaller environment would be a positive step for L. Due to Covid restrictions, L was unable to visit the UTC, therefore we had several Teams meetings, in which L and her mother could ask questions and we could build up a positive relationship. Some of her potential teachers were also invited to the meetings, so L could become familiar with the staff.

L decided to join the UTC in September, so we undertook another transition phase.

- L had a reduced timetable for the first few weeks
- Staff supported her with the transitions between lessons and when moving around the UTC
- TA supported initially in the lessons
- L had a quiet place to go for break and lunch times
- Social interaction with peers was gradually introduced, under appropriate supervision, in L's safe place. This then graduated to distantly supported social interaction within the canteen area

L now engages in all of her lessons, without the support of a TA. She is confident when transitioning between lessons and has developed a good friendship group. Communication is ongoing between school and home and L's attendance is currently 81.4% and improving.

What we did

- Effective transition, both prior to starting the UTC and during the first half term
- Individualised pastoral 1:1 support
- Individualised classroom support
- Created a safe place for break and lunch times
- Created social opportunities, in a safe and nurturing environment
- Effective communication with home
- Effective communication with L
- Climate of inclusivity