

Case Study One

YP, Year 11 student attending a school, in Derby.

Agencies involved to support:

- School
- School LAC 1:1 Teacher intervention
- Social Worker
- Residential home staff
- Alternative Provision: Engineered Racing
- Creative Mentoring
- Enthusiasm mentoring

The YP has struggled to engage with education at the School since Year 11, initially expressing to key workers at their residential home they find it increasingly difficult to be amongst peers in lessons, unable to concentrate, unmotivated to learn and refused to enter the school site. They had also expressed to Residential and School staff that they were keen to have more “hands on” educational experiences, which was difficult with COVID restrictions in place. They had begun spending increasing amounts of time during school hours out in the community with negative peer influences, with some missing episodes.

The Virtual School worked closely with the residential home key workers and homes manager, School staff and social worker to address the concerns and create strategies to support his struggles and help to create a personalised educational provision that would support their needs and views, to encourage more positive, structured interventions and provision during the school day:

- Education programme outside of the school setting with LAC teacher from the school working with the YP on a one-to-one basis at their residential home 3 sessions per week to help them re-engage with educational material, building evidence towards GCSE's.
- A Virtual School and the school organised for the YP to get a place on Engineered Racing one day per week, to build confidence and resilience in working alongside others. This also helped develop skills in Engineering by acting on YP views on wanting more “hands on” learning.
- A Virtual School set up Creative mentoring provision to support interests in Music and lyric writing, to express feelings in a non-threatening approach (as the YP had not wanted therapeutic intervention). They gained independence and a sense of accomplishment by going to Baby People studios, Derby, working with their chosen mentor on a 1:1 weekly basis, writing lyrics and producing a song to convey feelings, memories and hopes of summertime. The creative mentor reported the young person had increased in self-confidence and was able to develop problem-solving skills within music production.

Engaging in the above provision helped encourage positive engagement with education and reduce opportunities to engage with negative influences in the

community. To further develop positive engagement, Virtual School, the School and the residential home have recently set up an Enthusiasm mentor to work with the young person as a positive role model, to build a relationship and encourage raising aspirations, which will be extremely valuable to help support and encourage within their next steps for Post 16 life.