

Case Study AA - July 2015

From January 2014 until the February half term AA made the transition from The Key to EP. During this period of transition AA's timetable developed and grew. AA has ASD which impairs his social skills and the way he engages with others.

AA engages well in both his mentoring and tutoring sessions. His attendance is consistent as he always arrives on time and quickly goes to his sessions. AA has been able to participate in an individually produced, personalised timetable, incorporating a varied mix of activities as well as topic based learning. This method helps maintain his interest and increases the quality of the work produced.

AA was able to take part in visiting several museums and planning excursions offsite. This included planning the transport arrangements, producing a timeline, map work and financial planning as well as an understanding of how changes might be made for unforeseen circumstances. Despite the difficulties that this task may have presented, AA was able to successfully negotiate various methods of public transportation (including the train and bus). His new found confidence now enables him to undertake his own trips independently.

AA has been able to participate in a wide range of outdoor and sporting activities. He has done particularly well with bowling, an activity which he enjoys and excels in. AA has learned to be competitive and remain calm when things go wrong during competition. He has enjoyed his activities at Outdoor Academy and Geocaching in the local area - with his travel bug reaching Jamaica! He enjoyed working with an artist in school, producing some fantastic clay pieces that he is quite rightly very proud of. This has been achieved with the help of specific and positive praise, alongside consistent support and guidance from members of the EP team.

AA has been able to demonstrate his capability to move forward from incidents in which he has found it difficult to control his temper. He has been able to positively reflect back on previous incidents and with his mentor's support and guidance, beginning to recognise that causing damage to vehicles and other objects does not solve his frustrations. His adapting to changing situations has also improved, he is now better able to accept that sometimes activities (such as his cooking) don't go according to plan. With calm reassurance and an ability to opt out if he needs to - he is now more able to identify, name and accept this and move on without disruption. AA recognises that he can sometimes be distracted from tasks, particularly if he has had difficulties with friendships outside of school but is able to work through this with some support

AA has built strong positive relationships with both his mentor and with other members of staff at Engaging Potential. His willingness to try new things alongside his sense of humour makes him a pleasure to work with.

This year AA has dealt with his anger and emotions after assaulting and bullying another student, this was an issue that he was a victim of in his past and now has reflected on how he is doing the same to others. While his ASD has controlled certain aspects of his behaviour he has learned how to behave in school towards staff and students. AA can learn to change when he is consistently challenged about his behaviour and he is held accountable for his actions. AA has worked hard this year in his mentoring and tutoring sessions and has not struggled to engage with his planned activities. AA has visited several colleges and has chosen to further his education at Reading College where he will be travelling there on his own via public transport.

I feel AA has taken advantage of his time at EP and the support that has been offered to him. We look forward to supporting him in his future efforts if needed.