

# **Liverpool Invest to Change 2009 - 2010**

## **Case Study 1**

### **Transition from school – a learner journey**

#### **Context**

D is currently a Year 11 pupil at a Liverpool secondary school attending a work related programme. He is also taking a range of GCSE's and BTEC programmes and his predicted grades are D/E. He has a diagnosis of autism and receives SENNIS support weekly for English and Maths and it has been identified that he will need extra time for exams.

D likes watching films, reading, drawing, computer games and going to the gym. He is also a member of two local youth clubs which he visits on a regular basis. D dislikes loud noise, smoking, mess, parsnips, arguments, maths, bullying, crowds and changes in routine.

D has little underdeveloped social skills and finds it hard to mix with his peers. He is very vulnerable and is easily led. D at times can display inappropriate behaviours that will need to continue to be addressed via his post school provider.

#### **Planning the journey**

D wants to go to Liverpool Community College to take the College First Diploma in Construction as he wants to be a painter and decorator in the future. Due to his autism he needed help to make this transition. The Outreach Support Service for Mainstream Education (OSSME) were asked to facilitate this by preparing both D and his future provider Liverpool Community College for the next steps in his journey from school.

#### **Step 1**

An annual review and a 139A Assessment was completed with D, his family and school SENCO and sent to the Learning Support Coordinator at Liverpool Community College. In addition, a transition meeting was held with D's family, School, Connexions and OSSME in order to establish the most effective way of identifying specific next steps in order to meet immediate needs.

#### **Step 2**

OSSME undertook a range of observations and discussions with school staff that resulted in the development of an OSSME A4 Pen-picture. A mid meeting was held with D's family, School, Connexions and OSSME to agree the contents of the A4 Pen-picture which was then sent to D's home and Connexions for information.

#### **Step 3**

The A4 Pen-picture identified that there were issues about D's ability to pass the college entrance assessment which needs a pass at entry Level 3 in both numeracy and literacy. D passed the literacy but not the numeracy as he has

dyscalculia. The SEN inclusion advisor from Connexions met a specialist teacher of maths in learning support at the college who agreed to meet with D and his school teachers to consider a strategy to improve his ability in this area and to ensure he is successful in passing the entrance assessment.

## **Deciding the journey**

D's Connexions Personal Advisor liaised frequently with D, his family, teachers and OSSME advisor to ensure information was passed on. The Personal Advisor provided careers guidance throughout the process. OSSME coordinated activities such as interviews and assessments for D and the college appointed their customer relations worker to coordinate college activity. As part of D's Transition plan, OSSME arranged to speak to staff at College about ASD and how it will impact on D, his course tutors and his identified course. This included discussing the contents of D's A4 Pen-picture.

## **Starting the journey**

D's recent re-assessment conducted by Liverpool Community college at De La Salle School indicated that D had made good progress in Maths and may be able to pass at entry level 3 by the start of September. If not, D can still be able to attend the College Start course where he will work with the specialist maths teacher in order to prepare him for entry in January 2011 for the College First in Construction. In a flexible package, he will also be able to access the vocational elements of the course and English at Level 1.

D has been invited to attend the summer school at the college which runs from 6<sup>th</sup> – 8<sup>th</sup> July at the Arts Centre in order to meet his college tutor, aid transition and to get a feel for college life.

## **Continuing the journey**

OSSME will observe D in college over a period of 8 weeks from September 2010 and a transition report will be written to outline what has been observed. This will include strategies in place and recommendations that will be formally discussed at a Transition Conference which will involve D's family, a college representative and OSSME.

A monitoring visit will be offered in the spring Term of 2011 which will involve talking through the OSSME observations of D in college followed by a monitoring report evaluating the recommended strategies discussed at the Transition Conference.

It is envisaged that Liverpool Community College staff involved in this process will be able to utilise the activities undertaken by OSSME and partners by developing a template that can be used for other learners as part of their transitional journey.

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