

Transition to college, employment and adulthood - Learner Journeys

Cedars Academy Cluster



Andrew: Learner Profile & Journey: June 2013

Background

Andrew has a Statement of Special Educational Needs as he experiences significantly greater difficulty with learning than most young people his age as a result of his communication, emotional, behavioural and social difficulties. Andrew has a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) and experiences high levels of anxiety which affect his learning and ability to progress. He Cedars Academy has developed an Employability and Enterprise Programme targeted at a number of young people currently experiencing difficulty accessing the curriculum fully. The purpose of the programme is to stimulate interest and relevant experience in an enterprise project. A central aim of the programme is to develop raised awareness of the business sector by working with young people to explore the ways in which they can contribute to the organisation and running of a small enterprise. The curriculum provides learners with the opportunity to learn within a vocational environment and puts them in a position to benefit from post 16 learning opportunities and ultimately employment. Key to the programme is providing learners with the opportunity to experience learning in a different setting/environment which includes a diverse range of other learners and young people.

It is intended that the programme would also ease transition to further education and training and provide a good bridge between school and education/training based in a larger college setting.

Aspirations, life/key/basic skills, achievements, participation, attitude and motivation

In July 2011 Andrew transferred to Joseph Swan Technology College as a Year 12 student in the Joseph Swan/Cedars partnership 6th Form. Andrew felt he was not ready to go to college and wanted time to develop his key skills to prepare for the next challenge in his life.

The delivery of the 6th Form curriculum is shared between Joseph Swan and Cedars and also involves vocational learning provided by partners from the Collective, based at the Skills Academy. The Foundation Learning curriculum is delivered in personalised programmes, which combine subject or vocational learning with functional skills and personal and social development, and include citizenship, enterprise and wider employability skills.

Andrew is a pleasant, polite and cooperative student; he respects the rights of others to take turns during classroom activities and at break times when coming into contact with the lower school. Andrew has had a very positive year in 6th Form.

Andrew can clearly express his opinions with growing confidence during group discussions. He is able to ask for assistance when required and responds very well to advice and guidance. Andrew can also make requests politely and responds to well requests from staff peers alike.

Curriculum Development/Collaborate Working/ Learner and Parent Voice

Andrew is undertaking the following accreditation this academic year: NOCN Functional Skills qualification in Literacy at Level 1, NOCN Functional Skills qualification in Numeracy at Entry Level 3, NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Level 1, NOCN Level 1 Certificate in Skills Towards Enabling Progression (Step-Up) and NOCN Entry Level 3 Introduction to Enterprise. Andrew is also due to complete Duke of Edinburgh Gold award this summer.

Andrew has carried out work experience in a golf club environment this term. During the placement Andrew has helped the clubhouse manager in many administrative tasks and developed his use of Information and Communication Technology (ICT) skills. Andrew's excellent work ethic has seen the placement request his attendance to be increased from a half day to one full day per week.

In developing his employability skills Andrew has worked well in team activities. He fully understood the objectives of the course work. When discussing the subject of equal opportunities and prejudice, his feed back in class showed he fully understood the concepts. Andrew took an equal share in his team's enterprise. He helped his team persuade the Dragons to back their enterprise. He helped make, package and sell their products. At the end of the project he represented his team and gave feedback on how successful the project had been. Andrew helped his team think of a company name, he helped his team make, package and sell all of their soaps. He thought of different ways his company could make sure they made a profit.

Outside of school Andrew likes to play tennis, golf and football. Andrew works on a regular basis at a local golf course, where he assists the Manager and bar staff.

Andrew's Plans for next year

Andrew has enrolled on a Sports Coaching programme at Gateshead College, to start in September 2013. Andrew also intends to continue working part-time as bar staff and assistant to the Manager at a local golf course.

Signed:..... (student)

Date: