

Pupil CE age 14

I have been tutoring CE since September 2020. Since November 2019 he has returned home to live with his mother after 6 years in foster care in various addresses, some in the local area, one in Carlisle. Whilst in care, he frequently absconded. On one occasion hitchhiking back from Carlisle in the night to his grandmother's house. He has a history of theft, vandalism and arson. I initially attended his school to tutor him one to one in a room by himself as he was considered too disruptive to be in class and there had been issues of concern around him absconding from school. He had been suspended on a number of occasions also. He initially refused to engage with me; he frequently left the room and wandered around the school and grounds looking for an exit. After discussions, it was decided that an attempt should be made to continue tuition at his home address. This began in October and has proved very successful in terms of engagement and overall attitude. He now attends school each afternoon. I continue to work at home with him for 1.5 hours each morning on maths and english. I have built a good rapport with him and his mother, who is very supportive, and he has produced a portfolio of work he is proud of. He now freely talks through issues that are troubling him and discusses appropriate strategies to help with negative feelings and behaviour. He is currently being assessed for ADHD and has an EHCP

These are points to consider that enable him to engage which I have observed through working with him:

- He needs clear instructions and time to process what is being asked of him.
- He needs short breaks (2 or 3 minutes) to refocus. He has a short attention span (10-15 minutes) and is always distracted by what is going on around him, even the low chatter of others in another room. He finds listening to music through his headphones helps his concentration some days. He likes to have Bluetack sometimes.
- He needs to be given opportunities to redraft his work if errors are made. It is important to him to be able to rub out and rewrite work he considers untidy. For this reason, he prefers to write with pencil.
- He works best with a structure i.e knowing what he will be doing and when. We always begin with maths then english and finish the session with an activity. This has included making bird feeders, colouring and board games. He is currently making a 5D diamond art picture which his mother says will be framed when completed.
- Even though he frequently refuses to attempt tasks he considers too challenging, he will choose another more familiar task to complete first before having a go.
- He needs a high level of support to keep focused on the task, often needing the next question pointed out for him to keep him on track. He relies heavily on adult support for reassurance that his work is correct and accurate. In this respect he lacks confidence in his own abilities.

