

Case Study - CW

I first started to provide alternative provision to CW in October 2020. It was initially agreed that education be provided online as there were some behavioural issues. There were some concerns about this as CW was already disengaged and found it difficult to separate 'home' and 'education' as he was being educated within the care home setting. He also had problems with concentration and so I planned regular short breaks within the educational tasks.

However, CW enjoyed working on the computer and I was able to form a positive working relationship with him quickly online. There were advantages to online teaching with regards to CW. For example, he was completely disengaged with any English skills. He refused to read and did very little writing. His attainment in Literacy was well below his ARE, made worse by his low confidence level. I tried to expose him to the written word as much as possible. For example, using the chat box when he was tired (he would turn off his video and microphone and would write to me instead) and listening to his favourite songs with the lyrics on screen. I also started reading one of his favourite books to him in an attempt to enjoy literature and help him to see pleasure in reading. His stronger subject was Maths so we used a Maths program that he had used before at his previous school and really enjoyed. This also included reading word problems.

After a few weeks of working with CW, he was told that he was moving to a different care home. This was a very difficult time emotionally for CW as he was settled at the home and had good relationships with the staff members. During this period of change and instability, I was able to continue his education so that became the stable routine for him. I worked closely with the staff members at both homes to support CW with this transition. They also helped to facilitate some aspects of his education that I couldn't physically do, for example, helping to encourage and supervise him with Food Technology and Science experiments.

In terms of behaviour management, there were times where he couldn't control his emotions and would swear and completely disengage with the lesson by ending the call or turning off the laptop. This happened frequently at the beginning but less and less as he began to feel more settled and secure at the new home. Even when it happened frequently, CW would always log back on and we would end education on a positive note. As I spent more time teaching CW, we built a mutual respect where I could see that he tried to control his language when he spoke to me.

CW's attitude towards learning changed and he became more confident. He would attempt problems and try to work through them instead of becoming angry or upset. In February 2021, it was decided that he would go to school. Again this was a time of change for CW but with encouragement and reassurance, he settled well into his new school. During this transition period, his time with me lessened and time in school education increased. It was difficult emotionally for him at times but once he began school, he adapted well.

Throughout my time working with CW, I felt completely supported by Teaching Personnel. They liaised well with myself and Virtual Schools and any escalation was dealt with promptly and professionally. I was also offered free training before the provision began and given all the information necessary to support CW with his education but also with his complex needs.