



Connexions Case Studies

CASE STUDY Name: Annabelle, age 18, Gypsy traveller

Annabelle had an education history of non-attendance and exclusion before leaving secondary school early without any qualifications. She did not have many positive experiences at school and was subjected to racist bullying and violence.

Annabelle was brought to igen's attention by the Leeds Traveller Education Service who identified her as a possible candidate for specialist support to get her re-engaged in education and training.

When igen contacted Annabelle she revealed an ambition to become an office secretary, but had never pursued her dreams due to her social circumstances - not least, as she struggled with literacy. igen started the search for a Literacy and CLAIT (Computer Literacy And Information Technology) training course, which would ideally provide a crèche facility for her child.

Following a successful search for a training provider to establish the most suitable course for Annabelle, one of igen's personal advisers accompanied her to an initial meeting to negotiate terms for her to begin a training course. Subsequently, she has started at college in Leeds and continues to receive support and visits from igen, who also receive feedback from her tutors.

CASE STUDY Name: Simon, age 16

Simon was a very able and talented young person in year 11, who had been training throughout the year with Leeds Rhinos rugby team until an unfortunate injury has put him out of the game for several months and may end his rugby career. He was working well at school and had an interest in continuing his studies but due to an incident recently when he set school's fire alarm off, he was been excluded. A final decision on whether he could join the 6th form in school was pending.

Simon was also very interested in apprenticeships in both plumbing and joinery, but too upset and not ready to make a decision on his first step after year 11.

Firstly, his Connexions Personal Adviser from igen Leeds Careers looked in detail at what had happened at Leeds Rhinos and how his injury was being managed, and advised him to be proactive and work with the Rhinos and his doctors regarding his injury but also prepare a back up plan.

Working alongside a learning mentor at school to maintain his GCSE work and to complete year 11 and with his Personal Adviser, Simon has now decided that an apprenticeship in joinery or plumbing is the back up plan, should his injury end his rugby career.

He is now happier and more settled since looking at his options and taking positive decisions.

CASE STUDY One-on-one work with young person in public care.

Background:

'B' is in care. His twin brother is also in care but a different home to 'B'. He often disappears for days at a time and has issues with drugs and alcohol. 'B' has just completed year 11 of school.

'B' was referred to an Effective Transitions Personal Adviser (PA) at igen Leeds Careers because of his likelihood of becoming NEET (Not in Education, Employment or Training). The PA booked 'B' onto a specified training course run by an Entry to Employment (e2e) training provider to give him a skill and keep him occupied. The PA took him by bus to his first day so 'B' became familiar with the route and was comfortable with what was expected. The PA maintained regular contact with 'B' to see how things were going. 'B' responded well to the extra interest in his life. B had expressed indecision about which career path to follow and this was worrying him, so his PA took him to see a Careers Adviser at igen Leeds Careers. The PA also kept in constant contact with 'B's social worker and key worker to ensure all were up to date with progress and working together.

The PA had been working with 'B' and keeping in contact fortnightly for 3 months when he dropped out of his training due to difficulties with his family and pressures he felt about leaving care. About a month after leaving his training programme he returned to see his PA and asked them to support him in going back to his training. The PA liaised with the e2e Adviser and accompanied 'B' to his interview.

Outcome:

While 'B' was doing his training he put in extra hours, turned up every day and expressed great enthusiasm about the programme and the fact he was training with adults. He said it gave him other career options to think about. 'B' had demonstrated a positive and mature attitude until his family problems took over.

However, 'B' got back on course with his learning and completed his training programme. As a result he is starting to feel more in control of his life and more positive about his future.

CASE STUDY one-2-one support

Background:

'F' had developed a poor attendance record at school over a couple of years and had been very reluctant to go school, causing arguments at home. 'F' is a very bright student capable of achieving B's in GCSEs so her school were reluctant to accommodate 'F's request to move onto a restricted timetable. She was talking about not taking her GCSEs and no longer continuing with education at all.

The Personal Advisor (PA) from igen Leeds Careers carried out several home visits and encouraged 'F' to continue with school using her

future plans as an incentive. 'F' and her PA discussed all options open to her and the repercussions of each. The PA acted as a bridge between school and the parents, as relations were strained. Both sides found this helpful. At times mum was very distraught by her daughter's determination not to attend school and would ask the PA if they could speak to 'F' to try and reason with her. The PA got 'F' to participate in extra curricular activities to help re-engage her and they worked together to complete apprenticeship application forms. The PA also eventually persuaded school to allow 'F' to go onto a restricted timetable and to take work home. As a result 'F' only dropped one GCSE. The PA arranged for extra work when 'F' needed it; checked that she had all the study guides she required and that course work was up to date. The PA also made sure 'F' turned up for her exams. After the exams had been completed, the PA continued offering guidance, supporting 'F' through application and interview processes and carried on supporting 'F' after she was offered places and was looking for placements and part time work.

Outcome:

'F' has received several offers of apprenticeships and full time college placements; she has a first choice and a back up plan. She sat all of her exams apart from the one subject she dropped and was quite confident about doing well. She is now excited and confident about starting her chosen destination in September. 'F' and her PA have even started to talk about university and longer term life goals.