



Traineeship Plus
Boscombe, BH5 1DD

Tutor: Tony
Learner: DBr

The learner starting point

LD started at SWRAC in September 2019 on a Pre 16 Alternative Provision Programme and then progressed onto the Traineeship Plus programme in September 2020. When he first joined this programme, he had a high levels of anxiety and very poor engagement with the staff and other learners. His attendance was very poor, and he struggled to express how he was feeling. LD had left school in year 7 due to bullying and had struggled with low confidence since then.

When LD started the Traineeship Plus programme he wished to progress onto labouring.

The learner journey (including support provide)

When LD first started at SWRAC in September 2019 he was very quiet compared to the rest of the class. He would keep to himself during breaks and would never answer questions in front of the rest of the class. Will (tutor) and the LSA worked with LD on a 1:1 basis to help build up his confidence and he began to feel more relaxed. With the support of Will & Becky (tutor) LD achieved his Functional Skills Maths & English Entry Level 3 whilst on the Pre-16 Alternative Provision.

In September 2020 LD then progressed onto the Traineeship programme. The group that LD joined was quite a small group and although LD was very quiet, he seemed to become less anxious about his surroundings as time went on. John (tutor) believes the small group suited LD more as he did not find it too intimidating.

LD would struggle to do his work and would not ask for help if he needed it. To help support LD, John teamed LD up with Sophie (LSA) to work with him one-to-one. To begin with, this was the only way LD would engage with is work.

From this one-to-one help it soon became apparent that LD responded well to praise, so the staff began to introduce more of this encouraging him to be proud of his work. This continued encouragement seemed to give LD a bit more confidence and he began to carry out his work more independently without Sophie having to constantly offer him one-to-one support. The staff made it clear to LD that they were always there to support him, and they were always available to help him with his work. It was important that LD developed his independent working skill. Soon, LD began to speak out more when he was struggling with his work.

John spent quite a bit of time chatting to LD one-to-one making sure he was OK and offering support. LD had some things going on outside of SWRAC and potentially needed some

additional support. LD has also been offered the support of Kay who is SWRAC's ELSA (emotional, literacy, support assistant). Kay supports the learners with family bereavement, self-esteem, and confidence. At the moment, LD has decided not to see Kay but the staff make sure he is aware he has that option if he changes his mind in the future.

With support from John and the rest of the staff at SWRAC LD began to open up a bit more and was more comfortable articulating his emotions. LD has now got to the stage where he will message John, via Teams, before he comes to centre to let him know if he is feeling stressed or anxious. LD will still come into the centre but John will adapt how he is with LD depending on his mood, offering additional support if required.

LD has had support from Lorna who works on SWRAC's Information & Guidance (IAG) Team. Lorna has met with LD 3 times so far and offers impartial career and personal advice. Lorna commented that during the first meeting with LD, he found it hard to express himself and was very quiet. Lorna carried out an assessment with LD discussing what he had done in the past and what he hoped to do in the future. It became apparent that LD wanted to go into construction as this was something his family did. Lorna and the staff at SWRAC then supported him in finding a 4-week work placement.

SWRAC had previously worked with APC Windows, and they have always been very supportive of the students helping them focus on Employability skills. Penny, who is SWRAC Employer Engagement Officer, arranged a formal interview with James from APC Windows for LD. John and Sophie prepared LD with what to expect at an interview, rehearsing answers to potential questions and discussing how you should dress and behave during an interview. John was very impressed when LD turned up on the day of the interview dressed very smart and with a positive attitude.

Sophie accompanied LD to the interview that was being held by James from APC Windows. After the interview James commented that he was very impressed with LD and liked how open LD was throughout the interview. James had already planned to give the work placement vacancy to another student but because he was so impressed with LD, he made room for him also to join.

During LD's work placement Penny (Employer Engagement Officer) and Sophie (LSA) kept in contact with the employer and LD to ensure everything was going well. Whilst visiting LD they checked that he was happy with what he was doing, that he is managing to attend regularly and that he had all the support he needs. John expressed to LD the importance of turning up everyday for your work placement and LD was successful in this apart from just one day which he missed. LD even contacted the employer before his first day to express that he was feeling anxious about starting but he still turned up.

LD has now just completed his 4-week work placement and James (employer) has given him a glowing report. James has expressed that he would love to offer LD a job but, unfortunately, they need someone who has a full driving license which LD currently does not have.

James had sent through the following feedback:

“LD has become a really trusted part of the team, very shortly after starting LD’s mentor felt completely comfortable with LD taking control of the line when lifting huge windows to higher floors, if at any moment he had let go even for just a slight second his mentor would have fallen off the ladder.

LD’s attention to detail is incredible, he did not need to be asked twice he took on board recommendations immediately and remembered them well throughout his experience with us, some full time people do not do that!

James Waddington – Managing Director – ACP Windows”

LD has expressed how much he enjoyed his work placement and that he would love to work in that area. On the first day back in class after his work placement, LD came in unprompted with an A4 written sheet of everything he had done. John commented on how happy and confident LD seemed and that, for the first time, he was fully engaging with the other learners talking about what he had been up to. Since coming back, he has been a lot more determined to do his academic work including his Functional Skills English & Maths. He seems to understand how certain jobs require certain qualifications.

Lorna (IAG) is now supporting LD in looking at other employment opportunities in a similar area. They are looking into job vacancies on Indeed and at apprenticeships vacancy. In addition to this, they are also going to be writing to other window companies to see if they have any vacancies.

The outcome for the learner (including how this will help them in their future)

Since starting at SWRAC, LD’s confidence and approach to academic work has improved. He is able to engage with the staff, other learners and new people on his work placement. These communication skills will help LD deal with future work and personal situations where he will be expected to engage with people he does not know.

During his time at SWRAC LD has begun to understand the importance of attending regularly and about his attitude towards work. He is improving greatly in this area, and this has been shown in his quality of work and the feedback from his work placement.

The success of LD’s work placement has not only helped boost LD’s self-esteem it also gave LD a potential job. Since this achievement, LD has become more driven to achieve his goals and, with the support from SWRAC, it is hoped he will soon have paid employment which is what he wishes to achieve.

The learner voice (where their comments will be added)

LD feels like he is happier when he mixes with people compared with how he was when he first started at SWRAC.

He feels that he is still quite quiet but has gained a little confidence in his time with SWRAC.

He thinks SWRAC is OK but sometimes it is boring.

LD expressed that he really enjoyed his work experience, and he would rather be in work than in the classroom.

He feels his work has improved but he sometimes still needs support. He especially enjoys using his IT skills by doing his work on the computer.

He currently looking for jobs in bike maintenance.