

### Issue

D is a young man with a diagnosed learning disability, epilepsy and autism who had been attending an out of authority specialist autism provision for 2 years. D was thriving with the educational offer but due to the residential status of the setting he was finding this impacted his social skills in a negative way. Eventually he was permanently excluded from the setting at the start of his third year. As a consequence he went from having full time support to no support really quickly.

After he moved back to Bradford support was put in place for him at home, but D was adamant that he wanted a learning environment. Due to his complex needs and the factor of his exclusion, unfortunately no settings in Bradford would accept him as they all felt that they couldn't meet his needs.

D's latest Education, Health and Care Plan recognises that he is very bright and extremely interested in learning new things. He is ambitious and although he is aware of his own special needs, he does not wish to allow them to stop him living a similar kind of life to that of his peers. He has great self-awareness which includes pride and self-esteem. He is very keen to train, work, earn a realistic wage and pay his own way as much as possible.

### Approach Taken

Social workers from the Preparation for Adulthood team decided that a bespoke learning arrangement and curriculum would therefore be the best solution, as D did not want to go back to a residential setting. The social workers and D completed a vocational profile; as a result of this it was decided to design a curriculum based on his strengths and previous academic history. It was also established that D wanted to work on his social skills as well as classroom learning, and to develop independence.

The social workers spent a number of sessions gathering D's views, his family's views and gathered input from his support provider. These sessions were based around what D wanted to achieve and his aspirations, which were to attend college and to get a job.

With the help of the PfA team, D devised his own setting which involved a full time tutor and his support provision to create a bespoke learning arrangement. The morning were classroom based and in the afternoons D and his tutor went into the community for activity based learning. The tutor worked with D on his social and emotional skills that had previously been a barrier to progression. D continued in this bespoke arrangement for 3 years.

### Outcomes/Impact

At the end of this 3 years, D undertook a number of work placed learning taster opportunities with a number of employers in his local community. These opportunities were identified due to the work done with D to access the community in the previous years. He is currently doing a supported internship with Mencap and attending another local provision (Bradford School of Rock and Media) for work experience. D's social skills have improved to the point that he is now supporting others at SORM and has identified that he would like to be employed there after his internship is completed. His support provider continues to help D access the community and both Mencap and SORM are working with D to support him in his social and emotional skills.



D is described as 'thriving' in his current provision; this would not have been possible without a flexible approach that allowed him to design his own learning provision.