

Choosing pathways: Case study 1

Supporting pupils in the process of leaving school



My Rights, My Say responds to questions created by the Inclusion Ambassadors about transitions:

The Inclusion Ambassadors are a group of secondary school-aged pupils who have a range of additional support needs and attend a variety of school provision. The group meets regularly to ensure the views of young people with additional support needs are heard in discussions about education policy.

With many young people preparing to leave school over the coming months, the Inclusion Ambassadors have been sharing their thoughts about transitions. They have reflected on what works for them but also what they would like more of.

Using the Inclusion Ambassadors Vision Statement for Additional Support for Learning as a basis, we have responded to the reflective question topics that the group created. We thought sharing some of our case studies* relating to transitions would be the most useful way to explain how **My Rights, My Say** can help support pupils leaving school.

Introducing Faisal

Faisal is a 15-year-old Scottish Asian teenager who was experiencing racism and bullying at school. His mother felt that Faisal was getting no help or support from school which was causing him issues with attendance.

Faisal has a diagnosis of dyslexia and is a young carer. At the time of referral, he was awaiting assessment for ADHD and ASD. He has not attended school for over a year.

Feeling valued and included: How My Rights, My Say helped

Following a referral to My Rights, My Say by his mum, a My Rights, My Say advocacy worker reached out to Faisal, who decided that advocacy would be useful for him.

In discussion with his advocacy worker, Faisal felt that the support he had in place at school didn't meet his needs and that his education was suffering. He had decided not to stay on at school or further education.

However, during further discussions, Faisal decided to look at college as an option. He turned 16 just as the term began so was eligible for an Employment and Support award and a bursary. Because of his additional support needs, he was also eligible for extra support.

Ensuring the right support: How My Rights, My Say helped

After initial contact with college, Faisal was accepted onto a fast-track course for National 4's and some work experience. He was keen on engineering as an occupation and had seen the course as ideal.

One of the main deciding factors for Faisal was the immediate rapport with the Learning Inclusion Officer who guided him through the options and proposed the following support:

	One to one tuition		An identified person for support
	Advance warning of tests or essays		Prompting for homework assignments
	Scribe and reader		Adapted computer
	Extra time for tests		Books with large print

At the second and final transition meeting, all of the above were agreed apart from the scribe and reader. This was agreed in principle but would not be available for the first four weeks of college when it would be assessed if they were needed.

Supporting different pathways: How My Rights, My Say has helped

One of the issues for Faisal at school was exams. The college confirmed that there would be continuous assessment and no exams. The classes themselves would be small with initially another six people on his course. The course was full-time but because of Covid-19, some of the classes would be online. Faisal needed no assistance with transport as he was within cycling distance of the college.

It was agreed that Faisal could attend the college for a tour before the course began, where he could meet the teaching staff and his identified support team. Once Faisal started college, My Rights, My Say's role came to an end.

*personal details relating to this case study have been changed for confidentiality purposes.