

## **STUDENT TANGO**

### **Be-inn Unity Interventions**

Student Tango has been involved in various interventions led by Be-inn Unity over the course of his S2. On a Tuesday afternoon Student Tango engages in the Young Carers group led by Lisa. Initially, Student Tango did not want to attend however we worked with him and Student Tango is now engaging every week in the tasks from the young carers group. He shares his opinions, cares for the other people in the group and it has developed his social skills which have helped him make progress in support spaces and in mainstream classes.

Student Tango has been involved in the Dare 2 Venture Group every Thursday. This group involves a group of young people going out every week and experiencing life in the outdoors. The group completes various teambuilding tasks whilst getting experiences that would not be possible with their life at home. Student Tango has excelled within this programme and his confidence has developed on a weekly basis. Student Tango has developed relationships with other young people and with key members of staff, something that was missing throughout his time in S1. The end goal for this project is for this group of young people to go on an overnight camping trip, again to think that Student Tango is ready for an occasion like this is remarkable when you consider his lack of progress throughout S1.

### **Progress since S1**

These interventions have helped connect Student Tango to Larbert High School and are a major factor in his incredible turnaround in S2. Student Tango is here pretty much every day, making academic progress in his classes, wearing his uniform and for the most part conducting himself in a good manner. He has settled relationships with other pupils and is even venturing out for his lunch outside of school. This has had an incredible impact not only on his education but his mental health, he has a sense of belonging and knows what it feels like to be successful.

Throughout S1 we could only have Student Tango attending 2 periods per day. The level of disruption he caused across the school and his lack of engagement in anything we offered made it impossible for us to build his timetable. Student Tango never wore his uniform and was often unmanageable and rude to staff even though he was only here for such a short space of time. Student Tango was sent home on numerous occasions for verbal abuse of staff and he is making next to no academic progress besides his cooking class. As a result of the lack of progress we made plans for an application to be made for specialist provision as we were not able to cater for his needs in mainstream. We wanted to see how Student Tango started S2 and if there was no immediate progress the application was going to be submitted.

Student Tango plan has increased from 25% to 93%, his attendance during that time has went from 70% to 91%. During S2 Student Tango has never had to be sent home for his behaviour, this happened on a total of 5 occasions during S1. All applications for extra support have been withdrawn as Student Tango is now coping in mainstream education.

A statement is provided below from Student Tango Grandpa which showcases the impact that the interventions have had on Student Tango and the family.

**Statement from his Grandparent:**

Prior to the current support that is now in place for Student Tango he was only able to attend school for 1 ½ hours a day and that was if he so wished to attend. He would only attend if a suitable person with whom he associated was able to support him. During that period (especially the previous two to three years) he did not want to attend school and was constantly failing. His reaction to the fear of failing was to refuse to go to school or cause disruption and be sent home. Since the extra support has been put in place in September, 2022, his learning has improved tremendously. He now attends school for full days and with the support is able to attend some mainstream classes. At long last he is learning the skills he will require to ensure he can secure employment on leaving full time education.

Having now received the support he should have had previously, Student Tango has found a subject he can excel in and move forward. This means that he is working in basic maths and English skills. His behaviour has greatly improved both in school and at home. He is now able to socialise with his peers in environments that are supervised.

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