

Leamington Vineyard Learning Centre

Case Study - Adam*

Adam started at LVLC in October. Previously he had received a number of fixed term exclusions due to aggression and bullying of staff and students. He was at risk of permanent exclusion. The aim of Adam's placement was to prevent permanent exclusion and enable a reintegration to mainstream school.

Staff quickly identified it was Adam's will-power, rather than ability, that was preventing him from learning. Adam would often engage in anxiety fuelled negotiations to avoid learning, arguing defensively that he knew more about subjects than teachers and as such had nothing to learn from his lessons.

However, through 1:1 teaching and encouragements from staff at the Learning Centre, Adam came to see that teachers were on his side, and that he had an opportunity to learn and make progress.

Adam returned to his school in the April, ready to start year 10 and his GCSE preparations in the autumn. School staff had noticed a transformation in his attitude and behaviour. Through 1:1 teaching at LVLC Adam discovered that he was able to learn and make progress, rather than see learning as the enemy.

**name changed for confidentiality purposes.*