

### City and Guilds

8 x Certification in Skills for Working Life - Entry Level 3

7 x Personal Progress

### WJEC

6 x Essential Skills - Entry Level 2

2 x Essential Skills - Entry Level 1

### Certificate for Various Units

3 x Pre Entry

### Duke of Edinburgh Awards

4 x Silver

10 x Bronze

### Work Experience

**We are really proud of our students who completed a variety of work experience placements this year:**

- 6 students worked in college the shop serving staff and students.
- 1 student created resources to be used on site.
- 6 students worked in the college café and off site café, serving customers and preparing food.
- 2 students worked in the college pot wash, preparing trolley for tea break and washing up.
- 1 student worked in the college gardens and local gardens, producing vegetables.
- 1 student maintained and built bikes.
- 2 students collected the waste and recycling onsite and offsite.
- 1 student produced flower arrangements for the college.
- 1 student worked in a local studio producing media e.g. short films, animation.
- 2 students worked in the college kitchen and café making paninis.
- 2 students looked after animals on the college farm park.
- 1 student worked with the IT officer to maintain the college IT equipment.
- 2 students worked at the local animal rescue centre.
- 1 student worked in the college library, delivering books around site, tidying the books and cleaning the room.
- 1 student made badges to be used and sold.
- 2 students purchased stock for the college shop.
- 1 student worked on the local farm looking after the cows.
- 4 students created items from wood to be sold.
- 1 student cleaned and did checks on the college vehicles.
- 1 student produced podcasts for our Facebook page.
- 1 student worked in the college canteen, preparing meals.

### The WOW Board

**Our Wow board celebrates our student's incidental learning, which are achievements that may not usually be recognised. We like to call these "magic moments."**

- Alfie assisted me today in going around the campus to collect asset numbers from PCs and laptops, as well as mobile numbers from managers. He mentioned that he did not feel confident with writing, so I created a simple spreadsheet for him to enter the information, which he used effectively. After break, Alfie felt confident enough to continue and complete the task independently with support. He also entered rooms and offices today, something he has previously been too nervous to do. This represents a significant step forward in his confidence and development.
- Izzy independently asked another student to pass some resources during a group painting activity. She addressed her peer by name, gave great eye contact, and said "Please" and "Thank you". Lovely positive peer interaction.
- Alex leaned over to his peer and said, "Sing with me?" They had a reciprocal conversation using each other's names, with Alex giving focused eye contact. Beautiful peer engagement.
- Towards the end of dance club, Harvey joined in with lots of staff and students dancing. He was smiling and looked really pleased with himself. A busy environment, and Harvey did brilliantly.
- Galaxy remained calm and quiet and actively ignored the distressed behaviours of a peer. She behaved perfectly and was praised afterwards.
- Jayden struggles to try new foods, usually sticking to the same diet. Today he tried a seed based energy ball he made with a peer and enjoyed it. He said excitedly, "I've changed!" and asked several times if he could take his home.
- Freya helped celebrate the Red Nose Day bike ride and welcomed staff and peers back. She enjoyed the music, smiled, and wandered among students without negative interactions. She even had a little dance. Lovely regulation and participation.
- Aidan often needs hand over hand support, but today he independently collected items using a visual strip and completed two slip trailing patterns independently. Fantastic independence.
- At home time, James collected his coat and bag, then independently brought his peer's belongings saying, "Here you go." After, his peer thanked him, James replied, "You're welcome." Lovely helpfulness and social reciprocity.
- Izzy shared the microphone well, offered it to peers, listened to direction, and gave a fantastic performance using her whole body to act on stage.
- Daniel made his own pizza, followed a recipe, matched core words, and completed his accreditation workbook using AAC. Excellent engagement and independence.
- During story time, Iwan clearly said, "More story please." He rarely talks in sessions, so this was lovely communication.
- Jade has been encouraged to use descriptive words on her AAC. During tutorials, she independently created a full sentence on her device before staff could turn around. Excellent independence.
- Harvey helped a peer with pottery work, read the class social story aloud, and joined in kneading clay despite previously refusing to touch it. He even talked the group through what to do. Brilliant progress.
- During the Summer Fayre, Izzy asked a peer if he was okay, asked if he was having a good day, and rubbed his back. Such a lovely, empathetic interaction.

### Looking to the Future

- LDun gained skills to be able to tolerate others' achievements and behaviours, this has enabled him to move to an education placement at Lufton College closer to home.
- HTyl gained the skills to be able to take part in activities for longer periods of time, limiting his use of ICT so that he is able to attend local social enterprises - Glyndwr Centre, Popty and Co-options – one day per week.
- JWil gained the skills to be able to follow instructions, work on familiar tasks with more independence at Rhualt farm twice a week.
- JSte improved his engagement and communication to be able to work at Bryn Eyrin Garden Centre – 1 day a week and attend Crest – 3 days a week.
- JRob gained the skills, experience and confidence, to be able to finish college early, to complete an Internship at TAPE, a local multi media HUB.
- LHop gained skills to be able to attend a local social enterprise called "Co options" where she is able to socialise and take part in activities with others.
- MCho gained the skills to be able to interact with others in an appropriate way so that he is able to continue volunteering at Barnardo's (3 times a week) & Café internship (2 days a week). MCho is also working with a job coach, eventually looking for paid employment with some support.
- THal gained independence and social skills to be able to access a placement at "Kit Out the Kids" a clothing recycling project in her local community. Supported employment options are also being explored.

