



A student story

Victor

Victor is a high attaining learner with ASD who previously used manipulative or disruptive behavior as a defense mechanism. During Year 7 he was resistant to participate fully in lessons and he often engaged in confrontational behaviour toward peers. Despite these barriers it became apparent that Victor possessed significant untapped potential in leadership and innovation, particularly when tasks aligned with his interests in gaming and enterprise.

To succeed Victor needs firm, consistent boundaries but benefits from the opportunity to take ownership over his learning within them. He thrives in project based environments where he can work at a pace that allows his creativity to flourish.

The Open School offered a curriculum model that allowed learners opportunities to personalise learning while engaging them in themed projects linked to the real world. This provision, overseen by his learning coach, channeled Victor's energy and boosted his sense of agency and self confidence.

A particular highlight for Victor was the opportunity to showcase his creativity and leadership through an enterprise themed project. He collaborated really well with peers to develop and then bring a product to market where they turned an initial investment of £10 into a profit of more than £80.

Victor's positive relationship with his learning coach has underpinned his development. It helped him to transition from a frustrated and at times angry learner into one who now has a far greater control over his emotions and ability to self-regulate.

The impact has been transformational. Victor has moved from a disruptive influence to representing his peers on the school council. His attendance, punctuality and behaviour are greatly improved and he now views education as a vital tool for his future. Victor now has a realistic goal of successfully progressing into further and higher education with the hope of one day launching his own business.

