

Learning Difficulty Case Studies

All names have been changed to protect confidentiality

- A. Callum had always known he had dyslexia and when he accepted the job offer with Treloar's, and as part of pre-employment process, Callus spoke to our occupational health advisor who recommended he speak to Access to Work. Callum called them to see if they could assess him to identify what equipment and support would help him in his role. With Treloar's support Access to Work met with him and his manager and they suggested a laptop, voice activated software, a digital recording device and some one-to-one training on the software and workplace coaching. The recommendations were provided and Callum is successfully carrying out this role.
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- B. Alisha has dyslexia and dyspraxia, she has difficulty following her timetable and following instructions. Alisha's manager met with her and wrote her timetable out in a different way which was clearer for her to understand and checked with her if she knew where she should be at the correct times. The manager asked her what was the best way for her to take instructions and she said she preferred it to be written down so moving forward Alisha has everything written down for her. Alisha was also allocated a buddy on the house to give her extra support when carrying out care routines.
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- C. Stephen was employed in a residential role in the school and as such was required to undertake a City & Guilds Level 3 Children and Young Peoples qualification. While the practical based sections of the qualification were faultless he struggled to complete the academic sections. Stephen had been trying to complete this award for over a year but he had trouble with the self-directed learning and couldn't understand the questions or what research he needed to do. Stephen had been diagnosed with a learning difficulty at school and had a Statement of Special Education Need which identified strategies to support him but these strategies were not transferable to the workplace or self-study. The manager and qualification assessor supported Stephen by breaking down the assessment criteria into easy-read language, a scribe was provided, examples were contextualised into real work examples, regular one-to-one sessions were given, additional time given to complete assessments, easy-read textbooks and a Dictaphone were purchased and voice activated software was provided. It is a requirement of the qualification that it should be completed with 18 months so Treloar's sought permission from the awarding body to have this deadline extended. This was granted and Stephen successfully completed the qualification. Stephen's confidence has improved as a result of achieving the qualification knowing he had achieved the same qualification as his peers.
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