

Project	The Horizon Project
<p style="text-align: center;">the</p> <p style="text-align: center;"><b>HORIZON</b></p> <p style="text-align: center;"><i>Project</i></p> <div style="background-color: green; color: white; padding: 5px; text-align: center;"> <b>SKILLS FOR LIFE, FOR WORK AND FOR LIVING</b> </div>	<p style="text-align: center;"><b>SKILLS FOR LIFE, FOR WORK AND FOR LIVING</b></p> <p style="text-align: center;"><i>The HORIZON Project:</i></p> <p style="text-align: center;"><b>Supported Vocational Training PLUS Personal &amp; Social Development:</b></p> <p style="text-align: center;"><b>For vulnerable or excluded young people [age 14-25] and vulnerable adults</b></p> <ul style="list-style-type: none"> <li>• Practical training to engage young people [excluded from school or at risk of exclusion / offending],</li> <li>• Accredited qualifications, experience and confidence in a trade</li> <li>• Maths, English, IT and other <i>skills for life</i>; Mentoring</li> </ul>
<p><b>Providing vocational and life skills training to vulnerable and or excluded young people by creating a safe and supported place to learn</b> <a href="http://www.westkentymca.org.uk/projects/horizon-project">www.westkentymca.org.uk/projects/horizon-project</a></p>	
<p>The Horizon Project:</p> <ul style="list-style-type: none"> <li>• North Tonbridge TN10 ~ Carpentry &amp; Joinery</li> <li>• Tunbridge Wells, Sherwood TN2 ~ Plumbing &amp; Metalwork</li> <li>• New Training &amp; Enterprise centre in Cannon Lane, Tonbridge ~ Carpentry &amp; Joinery</li> <li>• Interesting, accessible, practical work to engage young people [excluded or at risk of exclusion / offending]</li> <li>• Day services contract for adults [with learning difficulties, mental health issues or physical disability]</li> <li>• Accredited qualifications, experience and confidence in a trade that brings <b>self-esteem</b> and real added value at home, FE college or in work / apprenticeship.</li> <li>• Every trainee treated as an individual – with a bespoke learning programme to suit their needs, aspirations, targets and learning style and help them overcome any barriers to learning,</li> <li>• Trainees become motivated and engaged – and they now have a reason to learn some maths, English, ICT and other skills for life; to set their own personal development targets</li> </ul>	
<p><b>Achievements</b> – see over</p>	

CASE STUDY – Ray – Improved attendance, self confidence, skills and qualifications after the death of his father

**Background –**

Ray was referred to us from main stream education aged 14. Due to emotional issues he had hardly attended any school the previous year. He lost his father and suffered separation anxiety due to the bereavement. He could not deal with crowds and stayed with Mum rather than go to school. Ray and Mum were very vulnerable so it was decided that the best place for him to be was a small project close to home. Initially trying to get Ray into the workshop and apart him from Mum proved very difficult as he was reluctant to attend. When he did come in he barely spoke, and only in a whisper. No confidence, low self-esteem, he kept himself to himself.

Tutors and key-worker worked with him 1:1 to try and draw him out. Slowly, with regular 1:1's with his key-worker and home visits; he started to gain confidence. **He started to look peers and staff in the eye, became chattier** – even volunteering to show new learners round the building and introduce them to the team. One day Mum came in and tried to get him to come home because she needed him – but he refused saying he wanted to stay and learn. This was a huge turning point; he had found the courage and confidence to stand up for himself and stand on his own two feet.

**Outcomes –**

This new found confidence reflected immediately in his work, he became more focussed and worked stoically towards achieving his vocational qualifications. He has lots of friends here at Horizon, and has rediscovered his sense of humour. He showed great **courage, determination and independence on a recent team building camping trip overcoming his fear of heights** taking part in all the challenges presented to him. Ray will leave Horizon with the qualifications and skills for life, for work and for living - including:

- NPTC Entry 3 Certificate in **Metalwork**
- City & Guilds Level 1 Certificate in Basic Construction Skills – **plumbing** elements
- LASER Level 1 Award for **personal and social development including team work**
- City & Guilds Functional Skills Level 1 **Literacy**, Level 1 **Numeracy**, Entry 3 **ICT**

**Ray has achieved beyond expectation and will leave Horizon with qualifications and skills for life**



# West Kent YMCA

## REPORT OF THE TRUSTEES

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### CASE STUDY – Arthur – Improved confidence, skills, qualifications and place at college

#### **Background –**

Arthur was removed from school by his mother due to bullying. He was homeschooled for over a year, but became very reclusive and lost his confidence. He joined Horizon TN2 on short plumbing course [funded by ESF] and very quickly achieved his Level 1 City and Guilds Certificate in plumbing. His confidence grew from the personal and social development work at TN2 and he even managed to pass some National Open College Network [NOCN] modules such as team work; and sit some Functional Skills exams. By the end of the year it was very noticeable how much he had matured and gained from the Horizon project.

With support from Horizon and his social worker – his school agreed to take him back on roll and continue his education for a year at Horizon Cannon Lane and take up Carpentry and Joinery. The change in him has been unimaginable during his second year. He was open minded and willing to challenge himself as a result of his initial year with Horizon. He revelled in the small friendly working environment, as he had a severe issue with large groups. Although he was competent, his underlying lack of confidence led him to rely on the help of others and almost constantly asked for assistance. With positive encouragement and praise, he realised his true potential and became more independent.

#### **Outcomes**

Once his self-belief kicked in he overcame long standing issues that had held him back such as fear of public transport. He even went back to TN2 as a **peer mentor every Friday** to work alongside new learners, which he is very proud of. Furthermore, he managed to also achieve his **Level 1 City and Guilds Certificate in Carpentry and Joinery. Additionally, and most impressively, he went from being an Entry 2 numeracy and literacy student, to passing his Level 2 City and Guilds in both Maths and English AND went on to sit and pass his GCSE's in each subject in the same year. This is an absolutely fantastic achievement for anybody.**

On arrival, Arthur had no ambition or aspirations and was resigned to never working in his lifetime. He is now extremely motivated and ambitious and after a fantastic interview at College, he has an unconditional place for Level 2 Plumbing. He still attends Horizon two days a week, despite being on study leave and has asked to continue his mentoring every Friday at his old project. Lastly, he has just applied to do the NCS summer scheme, volunteering in his community and going on residential with a group of young people he has never met. His Mum also did some work experience with Horizon for her college course because her son was so proud of the project and recommended it. **His Mum said**

**'before Horizon, he never wanted to do anything or be anything, but now he's off to college and wants to make the best of his life. He is a changed man, we are both so grateful for all your help and support.'**

### CASE STUDY – Scott –Improved attendance, engaged, confidence, skills, qualifications – a changed man

#### **Background –**

Scott aged 14, was excluded from mainstream school due to being disengaged, disruptive with offensive behavior and severe anger problems. Since commencing at Cranbrook Horizon and moving to Horizon Cannon Lane in his second year, he has found a new passion in which he is entirely engaged and has built a strong relationship with learners and staff. Scott also completed an anger management course with us and has ended the second year as a much happier, calmer and mature young man.

His attendance was close to 100%, with no unauthorized absences. Scott has improved confidence and self esteem, which on arrival were non existent. His transformation was gradual at first but by the end of the second year, changes could be seen everyday. He would not greet staff on arrival or respond to simple questions like 'How are you?' but now he will always answer and then ask 'and how are you?'. After a weekend, he would be eager to talk about what he has been up to and any issues. He asks for advice, general information or queries and make jokes or confessions about himself which is new for him.

#### **Outcomes**

Improved literacy and numeracy skills from very low Entry 2 up to Level 1 in Numeracy, Literacy and ICT and passed GCSEs in English and Maths. City & Guilds Level 1 Certificate in Carpentry. Now aiming for the army or an apprenticeship. **His Mum says**

**"I simply could not believe the change in him and can not thank you enough for the work you have done and for 'not giving up on him'. I can see the changes at home and at Horizon as he is so 'proud, confident and mature.'**

### CASE STUDY – Lee –Improved behaviour, confidence, attendance and attitude

#### **Background**

Lee was referred from main stream education at the end of year 10. **He frequently truanted school, had ADHD, was having erratic mood swings and was often verbally aggressive and intimidating towards staff. He had previously been to five different secondary schools; each one hadn't been able to deal with his temperament. Lee had been labelled.** On 'time-out from school' he was temporarily sent to Horizon TN2 and within 2 weeks the practical hands-on holistic approach made such a change in him that his school agreed he should stay at Horizon and indeed return the following school year – full time.

#### **Outcomes**

Lee adapted quickly to his new surroundings and peers; working on socially acceptable and appropriate ways of dealing with day to day situations. He became more responsible when given more trust and began to develop responsibility for his own learning. Through 1:1 mentoring and working in small groups his confidence, self-belief and self-esteem grew alongside his ability to engage in tasks and achieve positive outcomes. He became so focussed and capable that he was one of this year's first trainees to achieve City & Guilds Level 1 Plumbing Certificate enabling him to mentor newer trainees. He became the young man who asks if there's anything else he can do to help rather than the boy who shirks responsibility. He is polite, funny, generous and respectful. He not only achieved 100% attendance, arrived every day before 8am waiting to learn. He stated; **"I have learned a lot more at Horizon and I feel a lot happier here. I look forward to coming here and the workshop is interesting". His parents said "You've given us our son back".** He excelled on a recent camping trip, and was **integral to the team, cooking for everyone, and took responsibility for encouraging hesitant members of the team with the challenges they faced (rock climbing, zip wire etc).**

He has flourished because he was given a lifeline. Hard outcomes achieved include:

**City & Guilds Level 1 Certificate in Basic Construction Skills – Plumbing elements      NPTC Entry 3 Certificate in Metalwork  
LASER Level 1 Award in personal & social development e.g. team work.      City & Guilds functional skills Level 1 in English and Maths.  
He is progressing onto college to continue with further plumbing qualifications.**

***"You've given us our son back" - parents***

# West Kent YMCA

## REPORT OF THE TRUSTEES

### CASE STUDY – Lesley – set to complete his carpentry and go onto college, with improved attendance, confidence and functional skills

#### **Background**

Lesley is from a single parent family living with his mother, two brothers and sister. He recently moved to the area due to domestic violence. His family has various problems, like his mother fighting for custody of a grandchild, which affected his emotional state. He is partially deaf and takes medication for ADHD, which affects his ability to sleep at night and wake up in the mornings. He also has dyslexia which hampers his English work.

#### **Outcomes**

He integrated well with the group and keeps all amused with his particular brand of humour. Lesley's mother said he enjoys attending, and although he has had continuous problems with arriving punctually, he is actually very concerned about arriving late. His mother has seen him running down the road to make up the time. He had emotional and defiant outbursts, but he gradually mellowed and these episodes were much less frequent. He is usually quite sociable and humorous with the group. His recurring target was to arrive on time which we tried to rectify including giving him an alarm clock. His mother usually wakes him and then he goes back to sleep which seems to be a side effect of his ADHD medication. Lesley enjoyed community projects and was very strong during a decking project in TN2. He helped make a wooden workstation for a primary school and a bird table donated to an old people's home. Lesley enjoys repairing wooden items in his spare time including his front gate. Lesley's confidence has increased and he now has a thirst for learning. His functional skills levels have improved - when he started he could not read a ruler, but he has now passed maths Level 1.

His attendance reached excellent [95%] and his punctuality improved. However, this deteriorated in Term 5, so he was told to work late if he arrives after 9am. Then he failed to attend and the Educational Welfare Officer was informed. His mother said his elder brother was at home doing nothing and he wanted to follow suit. After a call from the key worker, he returned to complete his qualifications which include:

**NPTC Certificate, LASER Level 1 Award, Level 1 Maths, Entry 3 English. C&G Level 1 Award in Basic Construction – Woodwork but expected to complete full C&G Level 1 Certificate before the end of term. He has been accepted for a College carpentry course.**

### CASE STUDY – Ryan

#### **Background**

Ryan, 28, has Down's syndrome with extra Y chromosome, moderate bilateral hearing loss and communication difficulties; with other health issues [partially corrected heart condition (Fallots Tetralogy) reactive & recurrent arthritis, dislocation of his right knee and problems with varicose veins] Ryan also attends the 'Ups and Downs' Centre for gardening training on Mondays and Hadlow College for pottery training on Wednesdays. He is able to make his needs known with various communication methods. He has a wallet of flash cards to complement verbal speech. He relies heavily on lip reading. He is happy to attend the Horizon Project and does well in the workshop. He has made items such as a wine rack, magazine rack and bird house. He has become more sociable and very lively. He particularly enjoys miming to songs and playing air guitar in front of everyone. He also loves to participate in the annual bowling trip, as well as the It's a Knock Out competition. He is always eager to make a new boat for our annual boat race at Shoreham and his efforts become more elaborate each year.

#### **Outcomes**

Ryan has become far more confident in socializing with the group, and proved himself capable in the carpentry workshop. He now has the confidence to walk home on his own, and enjoys that independence. He is learning to cope with disagreements in a more mature manner now. Instead of shouting back and escalating the argument, he will now come and see the Key Worker to discuss the problem in a calm manner. He is a great asset to the project and the group and keeps everyone amused.

#### **Achievements**

**Key-** the levels available to trainees to work at / progress through are **Entry 1 > Entry 2 > Entry 3 > Level 1 > Level 2/GCSE 2 > Level 3**  
As more hours/units are completed at any level trainees can progress through **modules > award > certificate > extended certificate > diploma**  
**Examples:** 30 guided learning hours [glh] is usually sufficient to gain an Entry 3 Award, while 45 glh to progress from one functional skills [English maths and ICT] level to another. A diploma takes over 300 glh.

#### **Horizon Tunbridge Wells (TN2) - metalwork and plumbing skills training:**

15 Trainees leaving at the end of this academic year in July 2013 achieved the following:

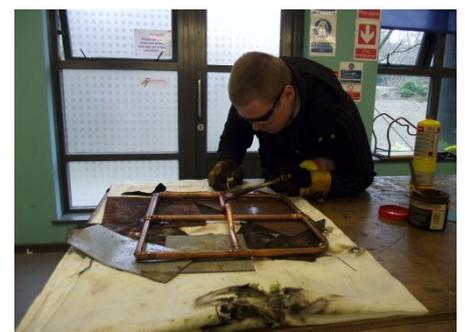
- 15 x City and Guilds [C&G] Level 1 Certificates in Plumbing
- 2 x C&G NPTC Entry 3 Diploma in Carpentry and Metalwork
- 15 x C&G NPTC Entry 3 Certificates in Metal work
- 5 x NOCN Step Up Level 1 Award
- 10 x NOCN Step Up Entry 3 Awards
- City & Guilds Literacy x 26 qualifications including **4 at Level 2**
- City and Guilds Numeracy x 30 qualifications including **3 at Level 2**
- City and Guilds ICT x 11 trainees
- GCSE English x 2 trainees passed
- GCSE Maths x 1 trainee passed
- 4 x trainees achieved their Sports Leader Award
- First aid qualification x 3 trainees, and
- **Seven have secured places on college courses**
- **Six are returning next year**
- **One transferred to a different vocational course within Alternative Curriculum**
- **One is undecided**

All 15 have **done work experience / community work** in and around TN2 community centre.

An additional 6 learners attended one day a week for ½ a year achieving:

- 2 x C&G NPTC Entry 3 Certificate in Metalwork
- 2 x C&G NPTC Entry 3 Award in Metalwork.

An additional 3 young people attended taster days.



# West Kent YMCA

## REPORT OF THE TRUSTEES

### Horizon Tonbridge –carpentry and joinery skills training

11 trainees leaving at the end of this school year in July 2013 achieved the following:

- 2 x City and Guilds Level 1 Certificate in Carpentry & Joinery
- 4 x City & Guilds Level 1 Award in Carpentry & Joinery
- 2 x City and Guilds individual modules (additional or stand alone) in Carpentry & Joinery
- 10 x C&G NPTC Entry Level 3 Certificate in Carpentry & Joinery
- 2 x C&G NPTC Entry Level 3 Award
- 7 x NOCN Step Up Level 1 Award
- 4 x NOCN Step Up Entry 3 Award
- City and Guilds Literacy x 21 qualifications
- City and Guilds Numeracy x 29 qualifications
- City & Guilds ICT x 10 qualifications,
- 6 x trainees achieved their Sports Leader Award
- First aid qualification x 4 trainees, and
- **One has secured a place at college**
- **Nine are returning next year**
- **One is undecided at present**



Trainees work at their own pace in our fully equipped workshops

All did social enterprise projects making the cross, swords, placards for The Passion of Christ Passion play, Tonbridge, and building decking for the TN2 regeneration programme showhouse.

Three other young people attended on a short term basis i.e., one month to a term for assistance with personal and social difficulties and then successfully returned to school.

Five more young people attended taster days.

### Horizon Cannon Lane – advanced carpentry and joinery skills

8 trainees achieved the following by the end of this academic year:

- 3 x City and Guilds Level 1 Certificate in Carpentry & Joinery
- 6 x City and Guilds individual Level 1 or 2 modules (additional or stand alone)
- 5 x NOCN Step Up Entry 3 Award
- 4 x NOCN Step Up Level 1 module in Teambuilding
- 3 x NOCN Step Up Level 2 module in enterprise
- GCSE English x 3 trainees passed
- GCSE English Literature x 1 trainee passed
- GCSE Maths x 3 trainees passed
- City and Guilds Literacy x 10 qualifications including three at Level 2
- City and Guilds Numeracy x 9 qualifications including three at Level 2
- City and Guilds ICT x 8 qualifications
- 2 x trainees achieved their Sports Leader Award
- First aid qualification x 1, and
- **2 have secured places on FE courses at college**
- **4 are returning for a second year**
- **1 is transferring to a different vocational alternative curriculum course.**
- **1 is still unsure what he will do**



Alex has now gone onto College but volunteers <sup>^</sup> every week as a mentor for our current trainees

Two trainees accessed the project for a short period, one was transferred to HPTN2 to undertake plumbing, and one just refused to attend any educational establishment.

Four trainees attended one day a week – and 3 have almost achieved one module of their City & Guilds Level 1 qualification and should be returning part time next year.

One home tutored trainee attended for functional skills training and achieved 5 City & Guilds functional skills qualifications.

Three people aged 18+ were funded by U TURN for functional skills and achieved 8 qualifications.

All trainees engaged in community and social enterprise projects, including:

- decking a large show garden for the TN2 regeneration project show house >>>
- totally shelving out a big yellow storage unit and our warehouse for the Soup Bowl and NOURISH community food bank
- soup drop boxes for soup kitchen,
- making shelves for V4C / DoFE Award camping equipment,
- memorial bench, birdhouse and insect house for TN2 Community Centre,
- planters and bench private client,
- planters for warehouse,

Three more young people attended short term i.e. one month to a term for assistance with personal and social difficulties then successfully returned to school.

Three other young people attended taster days

