



Mr Y Schwartz
Legadel
21 Western Avenue
London NW11 9HE

Tuesday, 29 April 2014

Dear Mr Schwartz

Following our conversation a few days ago, I am writing to answer your queries into understanding causes of teenagers boys that have dropped out of the system and are 'at risk'.

Case study:

Yossi currently age 18:

Yossi was referred to us 2 years ago as he had been out of school for over a year and was doing nothing productive and heading towards depression.

Yossi had been to a mainstream school for 11 year yet was on an academic level of a 9 year old as being from a dysfunctional family, he had 'switched off' during lessons from year 4 and as he was not a disruptive type, was not dealt with or assessed at any point during his education.

Yossi had a vision of being an accountant and with tuition to bring him up to year 10 level of basic numeracy and literacy, we entered him into a special learning center where he completed his GCSE. We then sourced him a qualification in AAT (Accountancy) and a placement with a local business so he can learn on the job. Yossi now has a future, but that is due to our intervention.

With help from an organisation such as Legadel Yossi would have had a number of productive years and not spent 5 years of his life in hopelessness and despair.

Shimon – age 15

Shimon was excluded from school at age 13, as the school 'could not handle him'. He spent 8 months out of school until with our intervention, his parents were able to place him in another school where he receives the help that he needs to help him flourish.

Shimon was hyperactive and found it hard to focus so was always falling behind and therefore disrupted the lessons. The school did not address his problems and found it easier to exclude him.

Rabbinical Advisor Rabbi Shimon Winegarten
Trustee Board Moshe Frankel, Paul Freud, Jeremy Kanter
Head of Service Ari Leaman
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Again, with intervention from Legadel, Shimon, his parents and entire family would not have had to go through this upheaval and distress.

There are numerous cases as the above and a high percentage have a common denominator that with early intervention, trauma and distress can be avoided and kids can be productive and happy during their foundation years that is so crucial.

There are children with emotional difficulties playing up in school and are thus classified as the naughty and disruptive ones. Again with intervention a therapist or specialised teacher can learn to understand what is disturbing the child and help on providing solutions.

With the help that you are providing, you will be literally saving lives and building futures. May you be successful in all your work.

Yours sincerely

Ari Leaman
Head of Boys Clubhouse

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