



CAREERS AND WORK EXPERIENCE

The Annex school heavily concentrates on personalised timetables and child centred approaches. Students soon establish their natural interests, inclinations and skill set in order to move them towards plotting a sense of career and vocation. Through regular ongoing PEP's and IEP target and goal setting meetings and tutorials with the students we are able to gradually plot a tangible path towards their future. The school is aware of The Gatsby (career) Benchmarks and actively seeks to adopt these principles as required, these are:

- Having a careers programme
- Learning from the labour market
- Addressing needs of every student
- Linking curriculum learning to careers paths
- Encounters with employers/employees
- Experience of work placement
- Encouraging FE /HE
- Personal guidance

In terms of the curriculum, we offer at the school subjects commonly address a practical hands-on approach. This is tailored very much to meet the needs of the intake of our students; behavioural difficulties, usually hyper-active, below chronological standards and often predominately kinaesthetic. For this reason, subjects utilise Functional Skills, ASDAN Award qualifications, Applied Science, Art and Music and Sport/ Outdoor Pursuits.

The SENCO seeks to utilise Pupil Premium funding for relevant skills involving 1:1 additional teaching in such areas as football training, horse riding lessons, boxing sessions, art lessons, drama and additional STEM sessions where required.

Our students are encouraged to take part in a minimum of a week's block of work experience with effect from Year 10. So far this has included successful participation in an ice rink, riding stables, animal sanctuary, ski slope, charity shop work and an army training course. Three students have also participated in long term work experience involving maintenance work with our in-house maintenance man. This has involved building up evidence folders of practical jobs where an external mentor may be involved in providing outside work. Where possible we always try to feed this work into the ASDAN Module 'The World of Work'. All students have to fill in a school 'Work Experience Application Form' at the start and receive a work experience certificate when this training period is completed.



We have had several interesting speakers come to the school to chat with students about their futures and these have included a Marine and an ex-prisoner.

The Annex School works hard to accredit students with as many qualifications as possible. This is in order to build up a secure 'Record of Achievement' file by the end of Year 11. This is in readiness for post 16 activities. Students are afforded the opportunity to do in-house training days alongside staff including first aid training and fire safety (Phoenix) Training and separate health & safety tests as well as certification in outdoor pursuits.

Regarding the recording of students ongoing views and feelings, all students are active in daily school/house meetings and fill out regular student reflection forms at the end of the week. At the start of each PEP (every quarter) progress and futures are further probed and at the end of year 11 all students are expected to complete an 'End of Year Questionnaire'.

Over the past three years The Annex School has built up strong links with a local FE college where many of our students have gone. This has led to successful study on vocational courses including Sports & Leisure, Basic Construction, a Plumbing course and Employability courses. The school SENCO regularly reviews the prospectuses for all local colleges with students and ensures that they make informed choices in liaison with Social Workers and Key Workers who accompany the student to College Open Days and college interviews. The school SENCO further retains good communications with course leaders and receives regular updates of student progress organising Post 16 PEPs at the campuses concerned along with the HT. At post 16 the school works hard to provide additional support for college pursuits. This concerns progression with functional skills as well as additional therapy support mechanisms. The school provides a part-time flexible timetable of support alongside the college to infill any missing needs or requirements. The school will also ensure older students build up their CVs and help them in applying for any part-time jobs. The school will also liaise with the house regarding further post 16 matters such as college bursaries, learning to drive and other vocational requirements.

When students are deemed ready for employment/leaving, the school, the house and Social Worker will work together to ensure correct and appropriate procedures are put in place regarding the future independence of the young person. This was recently evident when a school leaver was set up to join the army.

The school/house retains good links with previous students and endeavours to provide support and advice when requested.