

Name:

Form:



IMBERHORNE SIXTH FORM



MENTORING

Compassion

Achievement

Respect

Endeavour

Sixth Form Handbook Contents

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6th Form Team



Mr Crees
Head of 6th form



Ms Nash
Joint Deputy Head of 6th Form



Miss McCarthy
Joint Deputy Head of 6th Form

Support for Pathway 1 and apprenticeships/employment



Dr N Hooper
"Futures" Leader

Support for UCAS, and early applicants



Mrs Sadie Evans
Pastoral Support

First response to any pastoral enquiries and concerns

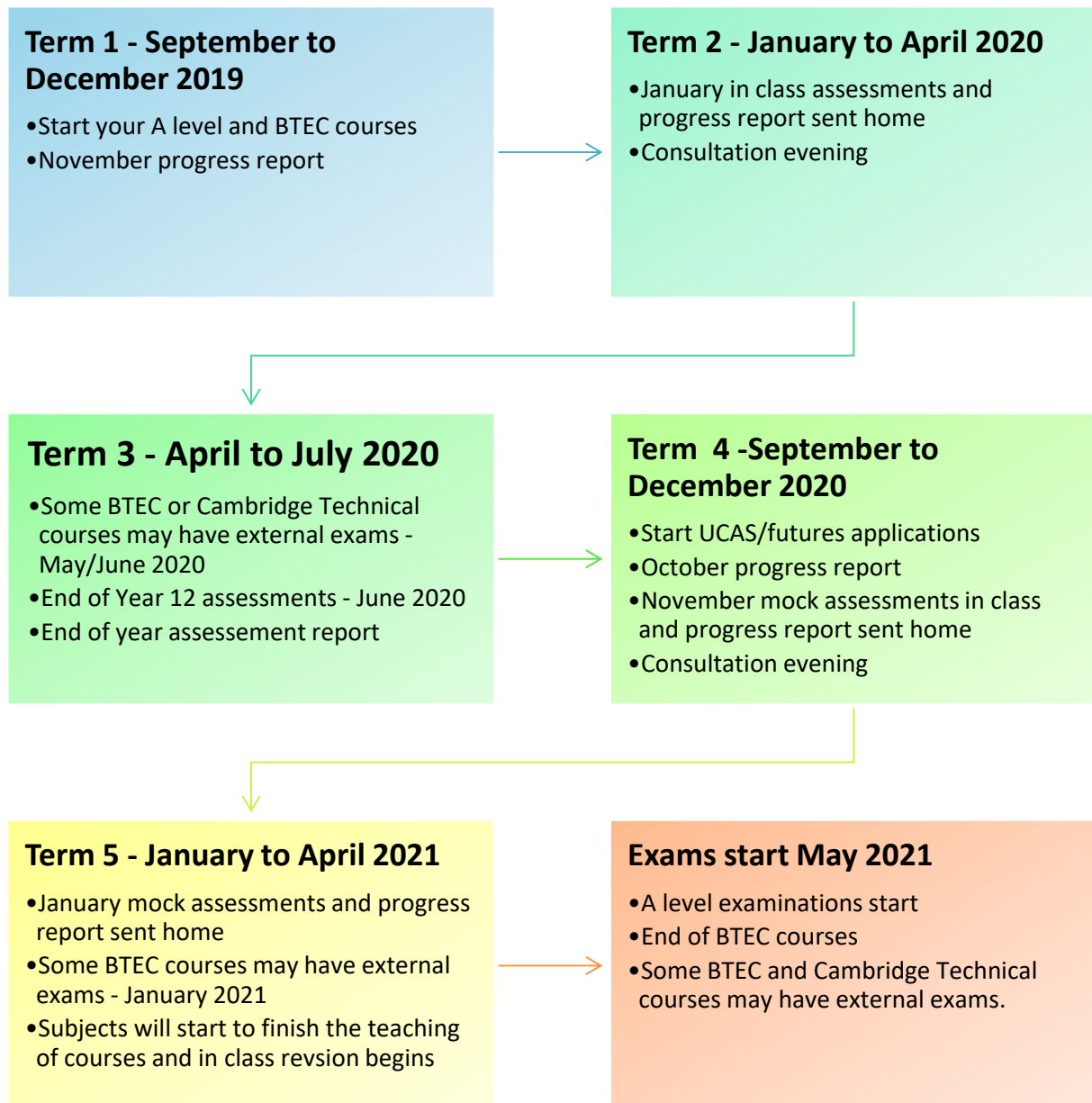


Nancy Covill
6th Form Secretary

Attendance, If you are not well, Lockers,
General queries, First Aid

Your Sixth Form Journey

Your Sixth Form journey shouldn't be seen as Year 12 and Year 13 in isolation. In fact, all A level and vocational courses are completed over two years. What you learn and study in your first year will be built upon in the second year. Continuous revision and review of what you have completed so far is important and will help you when it comes to your final assessments. Your Sixth Form journey can effectively be broken down into five terms;



Your Sixth Form Journey – The Change Curve

The Change Curve is based on the model originally developed in the 1960s by psychologist Elisabeth Kubler-Ross to explain the phases people go through during the grieving process. Kubler-Ross proposed that a terminally ill patient would progress through certain stage of grief when informed of their illness. Nowadays, the curve is used to help people understand significant change in their lives.

Starting A level study is a significant change in any student's life and, like any change, it is likely that you will experience some of the following feelings.



Think about your responses to A Level. We've heard things like this:

- **Rejection:** 'I don't believe what you're telling me about A Level study. It doesn't seem any different, I'll carry on as normal'
- **Denial/minimisation:** 'I'm fine. It'll be alright. Stop hassling me about how different it is'
- **Anger:** 'I actually hate this. The teachers are rubbish. The subjects are nothing like they said they would be. I wish I'd never started or I wish I'd gone to that other college'
- **Blame self:** 'It turns out I'm just not clever enough to do this'
- **Anxiety:** 'Everyone else is better than me. I'm missing deadlines. I'm not sleeping well. I don't understand the work. I'm not enjoying this challenge. I'm scared I'll fail'
- **Emotional fog:** Withdrawing effort. Giving up.

- **Acceptance/letting go:** 'Things are different now. It's hard, but I'm getting to grips with it'
- **Experiment/consolidate/get on with it:** 'I'm getting better at this. My grades aren't great but they're improving. There are some parts of these courses I like'

How does this help?

Firstly, you are not alone. Everyone goes through these feelings. Acknowledge and accept them. Secondly, some students go faster than others, but for most people it takes until the spring term to get through the fog. Thirdly, wherever you are on the curve, keep your eyes on the next stage. You *will* get there!

Mentoring log

You should have one mentoring session per term with your Personal Mentor – this could be in a pre-arranged time, during one of your weekly morning mentoring sessions or sometimes simply a 5 to 10-minute discussion before or after a lesson. Individual mentoring is important to help you build your relationship with your personal mentor and also it gives you an opportunity to discuss any issues or concerns you may have. Remember if you do have any issues or concerns you don't have to wait to these sessions, you can speak to your Personal Mentor at weekly morning mentoring or alternatively come and talk to any of the Sixth form team.

The onus is on you to record the outcomes of these mentoring sessions – some of the things you may discuss are; general progress in subjects, work/life balance, preparation for your future (work experience, summer schools, taster days, open days, personal statement, apprenticeship applications etc.) revision activities and strategies, upcoming assessments, outcomes of progress reports, personal issues etc.

Term 1

Date

Outcomes of mentoring meeting:

Term 2

Date

Outcomes of mentoring meeting:

Term 3

Date

Outcomes of mentoring meeting:

Term 4

Date

Outcomes of mentoring meeting:

Term 5

Date

Outcomes of mentoring meeting:

Work Experience

Work Experience

Work experience is an important part of the Sixth Form experience and is now a compulsory requirement for Post 16 students.

The Department of Education say 'work experience aims to give young people the opportunity to develop their career choices, get a first taste of work, and develop those critical employability skills needed for real working conditions'.

External Work Experience/Work Shadowing

All students must have completed an external work experience for a minimum of 40 hours during their time in sixth form.

The emphasis is on students to organise the work experience/shadowing with support from the school. Taking personal responsibility for finding the placement and researching their further education and career path is an important part of the process.

You can organise a placement through a parent/family friend as long as they have full insurance liability - or you can organise a placement with a company that you don't have links with.

We have a dedicated week for Year 12 students, 'Work Experience Week' during week 37A (29th June to 3rd July 2020) in which students can undertake a week of work experience/shadowing. You can also opt to complete your work experience/shadowing during the school holidays or at any other time during the school year as long as it doesn't impact on lesson time – but it must be completed by Easter of Year 13.

What is counted as work experience?

Work experience can take many forms including work tasters, running a student's enterprise (Young Enterprise), participation in social action, volunteering or a work placement.

Term 1 and Term 2 - Planning and Organising your external Work Experience Placement

This term, begin to plan/organise your work experience/shadowing – you can do this in discussion with family/friends or design a letter to send out to local companies/organisations where you may be interested in working. e.g. If you are considering a career in education contact your old primary school headteacher and request a placement. If you are interested in Law, find your local law firms and send a letter/email/phone them (preferably letter) telling them about yourself and your work experience request.

Here is an example of a letter below;

Dear Sir/Madam

I am a full-time student studying at Imberhorne Sixth Form. I am writing to you because I have a keen interest in working in an area such as Law/Public Service. I am studying Politics, History and English at A Level and would like to develop my CV by having practical work experience/work shadowing in a firm.

I believe I am hardworking, have good organisation and communication skills and if you were able to provide me with a week's work shadowing I would be an asset to your company. The work shadowing can take place [*potential dates*]. If you are able to offer me a place and have full insurance liability cover please contact me on [*your email address/mobile number*] to discuss this further. I attach my current CV and would be happy to provide further details on request.

Thank you for your consideration

Yours faithfully

Guidance on approaching employers

You may find potential employers through friends and family, contacts from school, internet research or through trade organisations. If you are having difficulty finding employers, talk to the Sixth Form Team. Lisa Parker, Careers Admin Support, will also be available at certain times during the year in the Careers Office.

Before you approach an employer find out as much as you can about their work and the people who work for them. Find a contact you can approach – either a specific person in the HR department with responsibility for work experience or someone who has been recommended to you. Emails, letters or phone calls which are not addressed to a specific contact will not usually receive a response. There are a number of ways in which you can approach an employer but, in every case, you need to ensure you can “sell” yourself to them and communicate your passion and interest in what they do. One of the best ways to do this is to write your CV.

1. YOUR CV

Review and revise your CV and bring it up to date to include the results of the exams you passed in the summer and any work experience you have. Check your spelling and grammar very carefully and ask a parent or teacher to read through the final version to check for any mistakes you may have missed

2. TELEPHONE TECHNIQUES

Be prepared: If you are going to telephone a potential employer make sure you have all the information you need with you. A copy of your CV, details of when the work experience will take place and your diary, in case they want to meet with you. Find out who you should speak to within the organisation. Find a quiet room where you will not be disturbed to make the call. When you get through to the employer give your name (i.e. Joe Smith, not just Joe) and tell them a little bit about yourself (sell yourself) before telling them that you are enquiring about the possibility of completing work experience with their organisation. Ask if it is a convenient time for them to talk and if it is not, ask when you can call back (take their name and number and make sure you do).

Have a pen and paper and make notes of all the information they give you.

Follow up

Follow up is essential to securing a placement.

If you write to an employer or make an initial phone call and do not hear from them after a week, give them a call. Be polite and friendly and ask if they have received your letter and whether they are able to consider your application for work experience.

If you attend an interview it is worth phoning or sending an email or letter to thank them for their time in meeting you and say how much you would like to work for their organisation.

If employers request further information respond promptly giving all the details they ask for.

Keep on following up in a polite and friendly way until you get a definite answer. Do not just send a letter or make one call and just wait for a response – employers are busy people and they may not see your application as a priority.

And finally...

Remember that when you approach an employer you are representing yourself and Imberhorne School. The way in which you deal with them may influence whether they take students from the school in future years. They may not always be polite and friendly to you – but do not take it personally, in the current economic climate many employers are under considerable pressure. They may not be able to respond in the way you would like them to. You might want to approach them again at a later date – leave them with a positive impression of you and the school.

Good luck with your search!

Once a placement is secure

Once you have secured your placement please let your personal mentor know and record this in your handbook. Please ask your work experience provider to complete the work experience consent form which will be emailed to you. Paper copies are also available from Sixth Form Reception.

The school will also email your employer to confirm that they are happy for you to undertake work experience/shadowing and will email them again once the placement has been completed for feedback.

Work Experience Log

To ensure you complete 40 hours during your time in Sixth Form, please keep a record of all work experience completed

Date	Time	Employer	Tasks carried out and skills gained

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Term 1

Getting to know you and vision activity

Studies have shown that it is your behaviours, not your intelligence that will determine your results at A Level. The factors which determine success in the Sixth Form are habits, routines, attitudes and approached to study. Most successful Sixth Form students have a vision – they know what they want to achieve and have goals.

The following questions have been tested over and over again with students and seem to be the ones that are more likely to open up positive thinking rather than the simple abstract question of ‘What is your goal?’

The image contains six speech bubbles of various colors and shapes, each containing a question. The questions are:

- Black rounded rectangle:** If you could take one subject what would it be, and why?
- Blue circle:** What do you do with your spare time?
- Red circle:** What jobs do you avoid doing, and why?
- Green rounded rectangle:** When does time fly? What are you doing?
- Purple rounded rectangle:** What job would you do for free?
- Light blue circle:** When does time seem to drag or stop? What are you doing?

What would you try if you knew you couldn't fail?

What stresses you out?

List five words you associate with 'happiness'

If you were given a small amount of money to start a company, what would it be?

What puts a smile on your face?

Who do you look up to?

If you had an hour off A Level work and a laptop, what would you type into your search engine?

When you have homework, which subject do you start first?

What would be your ideal job?

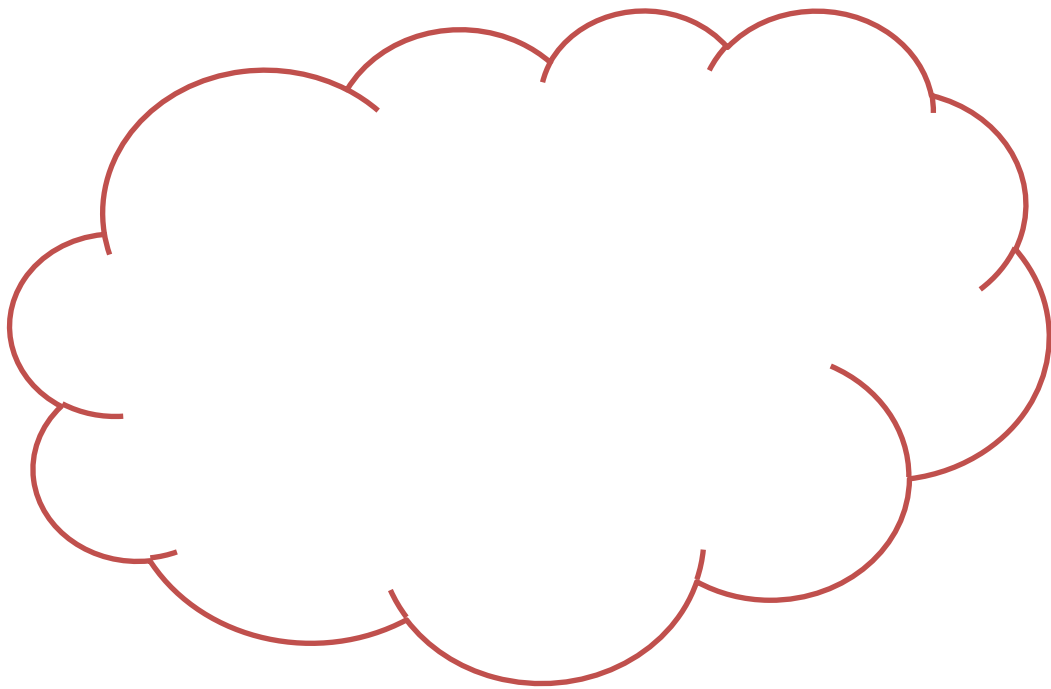
Can you see yourself wanting to study more after A levels?

Now scan over your answers to look for patterns. A good way to do this is to record the information in a table like the one below;

“Interests and passions” Use this column to record your positive responses – things you know you enjoy, love or look forward to	“Dislikes” Use this column to record your negative response – things you find uninteresting or dull

Final thoughts

- Can you see any themes or patterns developing?
- Are there any interests and passions emerging that are clear and positive?
- Could you attach a job, course or career to these passions?



Effort and time management

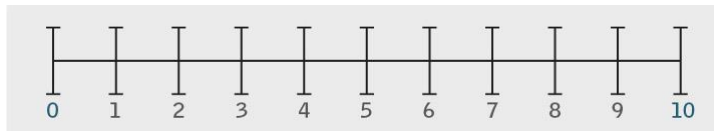
Look back at the work you've done so far this term and think the levels of effort you've put in to your studies. Use the scale above and the following guideline to choose your number;

1: Little or no effort

5: Some effort – you're working quite hard

10: High levels of effort – the hardest you've worked

Be honest with yourself, choose your number and record it in the box.



What can you do?

1. List all the things that you do on a weekly basis – lessons, independent study, sleep (8 hours), socialising, relaxing, part-time job, volunteering, training, matches, gym, hobbies, helping at home etc.

THINGS I HAVE TO DO ON A WEEKLY BASIS...

A large rectangular box with a green border and rounded corners. The top-left corner has a decorative scroll-like element. The bottom-left corner also has a decorative scroll-like element. The box is intended for writing a list of weekly activities.

2. Start completing the weekly schedule...

- If you take all of your study periods as 'frees' you will be working on average a 13-15-hour school week
- If you complete all of your school work in your study periods you will be working on average a 22-hour school week
- If you complete your school work from 9am to 4pm every day, plus 1 hour every evening you will work a 40 hour school week and have weekends to yourself

My weekly schedule Week A

Complete the following by adding in your lessons, GLH, any outside commitments i.e. sport, work, clubs etc. Now you have completed the things you must do each week you can look at the time you have free to allocate to study, revision, relaxation, socialising etc. Try to get a balance across the week – you are aiming for at least 4-5 hours of independent study per subject per week. Once completed take a photo on your phone for reference.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Before school						AM	AM
Registration 8.35-8.55							
Period 1 8.55-9.55							
Period 2 9.55 – 10.55							
Period 3 11.20-12.20							
Period 4 12.20-1.20							
Period 5 2.00-3.00						PM	PM
Period 6 3.00 – 4.00							
4.00 – 5pm							
5.00 – 6pm							
6.00 – 7pm							
7.00 – 8pm							
8.00 – 9pm							

My Weekly schedule Week B

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Before school						AM	AM
Registration 8.35-8.55							
Period 1 8.55-9.55							
Period 2 9.55 – 10.55							
Period 3 11.20-12.20							
Period 4 12.20-1.20							
Period 5 2.00-3.00						PM	PM
Period 6 3.00 – 4.00							
4.00 – 5pm							
5.00 – 6pm							
6.00 – 7pm							
7.00 – 8pm							
8.00 – 9pm							

Attitude to Learning – Sixth Form

	<u>Outstanding</u> Praise e-mails	<u>Motivated</u> Achievement points	<u>Requires Improvement</u> Cause for concern procedure
Readiness for Learning	<ul style="list-style-type: none"> Consistently arrives promptly, fully prepared to engage in learning, with a good knowledge of previous lessons content. Makes links with previous learning, arriving with questions that have arisen from further study of a topic. Meets all organisational expectations consistently. 	<ul style="list-style-type: none"> Arrives promptly, organised with the correct equipment and resources required. Brings prior learning organised in a folder/book so it can be referred to in the lesson. Reviews relevant notes from the previous lesson(s) and carries out any preparatory reading. 	<ul style="list-style-type: none"> Needs reminding of expectations of organisation and/or punctuality Does not always have the necessary equipment for the lesson Struggles to make connections with previous lessons due to lack of preparation
Engagement	<ul style="list-style-type: none"> Shows a high level of dedication and enthusiasm in lessons. Contributes ideas to enhance own learning and the learning of others. Can take the lead when collaborating with other students in discussion and group work. Perseveres when the concepts are challenging, exploring difficult concepts and taking risks. Engages with feedback from marked work, re-submitting improved work. Consistently makes very good progress. 	<ul style="list-style-type: none"> Shows enthusiasm for the subject. Volunteers answers in class discussion. Perseveres when the concepts are challenging, asking questions to gain better understanding. Engages with feedback from marked work, planning what to do next. Consistently makes expected progress. 	<ul style="list-style-type: none"> Completes most of the work set in lessons but is passive in group work or class discussion and can lose concentration. Answers or asks questions only when prompted by the teacher. Makes a limited response to feedback with little or no further development. Lack of effort means that work may not have sufficient detail/content and progress is slow.
Independence	<ul style="list-style-type: none"> All set tasks are completed to a high standard by the deadline. Learning objectives for non-contact periods are planned in advanced and time is used efficiently. Seeks to further knowledge by participating in additional research. Further guidance is sought when encountering difficulty, outside of lesson time. If absent from a lesson, material is caught up before the next lesson. 	<ul style="list-style-type: none"> All set tasks are completed by the deadline. Non – contact periods are used for learning. Further guidance is sought when encountering difficulty, usually in the lesson. Marked tasks are improved or action taken following feedback If absent from a lesson, material is caught up at a later date. 	<ul style="list-style-type: none"> Usually meets deadlines but work may appear rushed/incomplete and not be to the expected standard. Needs to be directed to use time to learn outside of lessons.

Learning skills self-assessment – October

By now you should have settled into your subjects and feel like you are making good progress. 6 weeks of A Level lessons is a good amount of time to reflect on your attitude to learning.

Readiness for Learning

I have demonstrated I am ready for learning in the lessons by:

Skill	Comments/Evidence	1-3
Reviewing relevant notes from the previous lesson(s) so I can recall the knowledge for further learning		
Carrying out any reading or gathering materials necessary		
Bringing previous work organised in a folder/book so I can refer to it in the lesson		
Bringing appropriate equipment and resources e.g. textbooks		
Arriving on time, in a positive manner		
Overall Score for this attribute (1-3)		

Engagement

I have shown I am interested and engaged in my learning by:

Skill	Comments/Evidence	1-3
Collaborating with other students in discussion and group work		
Asking questions to gain full understanding and explore topics in more detail		
Contributing ideas to enhance my learning and the learning of others		
Engaging with feedback from marked work, planning what to do next		
Persevering when the concepts are challenging and completing the task is difficult		
Overall Score for this attribute (1-3)		

Independence

I have demonstrated my ability to learn independently and take ownership of my progress by:

Skill	Comments/Evidence	1-3
Completing set tasks by the deadline		
Using non-contact periods during school hours for learning		
Using online/wider resources to supplement learning, in addition to set tasks		
Having a clear knowledge of my own strengths and areas for development in each subject		
Acting upon feedback received on marked work, repeating or improving work as necessary		
Seeking help outside of lesson time when encountering difficulty		
Catching up lesson notes and missed work when I have been absent from a lesson		
Overall Score for this attribute (1-3)		

Targets:

Choose 3 statements from the above tables to improve upon by the end of term.

Target 1 _____

What I will do

Target 2 _____

What I will do

Target 3

What I will do

Week 13A Personal Development

Your first Sixth Form progress report were published on the 22nd November. Have you seen it? How do you feel about your target bands and 'Attitude to Learning' score? Was it better than expected or worse? Now is some time to do some reflection on this report.

Target setting

Subject	Type of course	Target band
	A level /BTEC	alpha/beta/gamma
	A level /BTEC	alpha/beta/gamma
	A level /BTEC	alpha/beta/gamma
	A level /BTEC	alpha/beta/gamma

Learning Skills Assessment

Review of November Progress Reports

Subject	Readiness for Learning		Engagement		Independence	
	Self-assessment	Actual	Self-assessment	Actual	Self-assessment	Actual

Targets from November progress reports

Subject	Targets	What will I do to achieve my targets?

Term 2

January Assessment Week Reflection

Subject	Type of course	Above/On/working towards target band
	A level /BTEC	
	A level /BTEC	
	A level /BTEC	
	A level /BTEC	

Additional comments:

Overall, I have found my courses so far (circle one):

Harder than expected

As expected

Easier than expected

Results from in class assessments have been:

Better than I expected

As expected

Lower than I expected

Why?

The subject I have been most successful in is..	Why?
The subject I have been lease successful in is..	Why?
What do I need to change to improve my grades in...	

PD or form time activity – to be completed by February half term

Work Experience

*****Reminder*****

- Work experience is a compulsory part of Sixth Form
- Students are required to complete 40 hours of work experience over their time in Sixth form – by Easter of Year 13
- 'Work experience week' starts on the 29th June to the 3rd July inclusive

Have you secured work experience/shadowing during work experience week*? Yes No

YES

First of all, well done!

Please write the name of your employer in the space provided;

Name and address of work experience:

Contact name and email address:

Have you let your Personal Mentor know and given the placement the consent form to complete?

Yes No

If you answered no to the above please make sure you do this as soon as possible

If you have answered **yes** to the above please answer the below questions;

* Sometimes employers aren't able to accommodate you for the dates we have for set aside for work experience. You can complete the work experience at another time as long as it doesn't impact lessons e.g. summer holidays, weekends etc.

If you are completing your 40 hours work experience at another date please put the details below;

If you answered **no** to the first question please answer the below questions;

NO

Have you contacted any potential employers? Yes No

If you said yes to the above, have you had responses/have you chased this up? Yes No

List the potential employers you have contacted;

Have you asked family or friends if they have any potential contacts? Yes No

Have you seen Lisa Parker, Careers Admin for any potential contacts? Yes No

Have you spoken to any members of the 6th form team to let them know you are struggling to find a suitable placement? Yes No

If you have contacted potential employers but aren't having much luck, please don't panic you still have time and make sure you use the school to help support you.

If you haven't made any attempt to find work experience it's not too late but you really need to start NOW as the deadline to organise your placement is Wednesday 29th April 2020

Term 3

Work experience deadline – 29th April 2020 – Week 29A

Confirmed work experience

Name and address of work experience:

Contact name and email address:

Work experience consent form given to employer and returned to 6th form reception? Yes No

PD Week 33A

Futures Day sign up – Friday 26th June

Make a note of each of the sessions you have signed up to;

Session 1 09.15 – 10.00	
Session 2 10.10 - 10.55	Preferred session: Reserve session:
Session 3 11.20 – 12.05	Preferred session: Reserve session:

Sports Day sign up – Friday 26th June

Team captains:

Team colour:

Events I have signed up for/role on the afternoon:

Term 4

Post end of year 12 assessment reflection

Results from internal exams

Subject	Target grade	Current grade	Readiness for learning	Engagement	Independence

Based on the results of your internal exams answer the following questions to help you reflect on your results;

The subject I have been most successful in is..	Why?
The subject I have been least successful in is..	Why?
What do I need to change to improve my grades in....	
In Year 13 I am most looking forward to...	

My weekly schedule Week A

Complete the following by adding in your lessons, GLH, any outside commitments i.e. sport, work, clubs etc. Now you have completed the things you must do each week you can look at the time you have free to allocate to study, revision, relaxation, socialising etc. Try to get a balance across the week – you are aiming for at least 4-5 hours of independent study per subject per week. Once completed take a photo on your phone for reference.

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5.00 – 6pm								
6.00 – 7pm								
7.00 – 8pm								
8.00 – 9pm								

My weekly schedule Week B

Complete the following by adding in your lessons, GLH, any outside commitments i.e. sport, work, clubs etc. Now you have completed the things you must do each week you can look at the time you have free to allocate to study, revision, relaxation, socialising etc. Try to get a balance across the week – you are aiming for at least 4-5 hours of independent study per subject per week. Once completed take a photo on your phone for reference.

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5.00 – 6pm							
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7.00 – 8pm							
8.00 – 9pm							

Revision of Year 1 Material – Synoptic Revision

Research shows that students who regularly revisit their Year 1 course content during their second year of their A level courses achieve better outcomes than those who leave all of their revision until the end. Getting into good habits early is the key to making sure this becomes a regular part of your independent study. Your subjects will each be sharing with you how they would like you to do this but it can take the form of mind maps, flash cards, note taking, exam question etc.

Use the below to make sure you know what must be covered this term – take a photo on your phone for reference

Subject 1:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 2:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 3:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 4:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

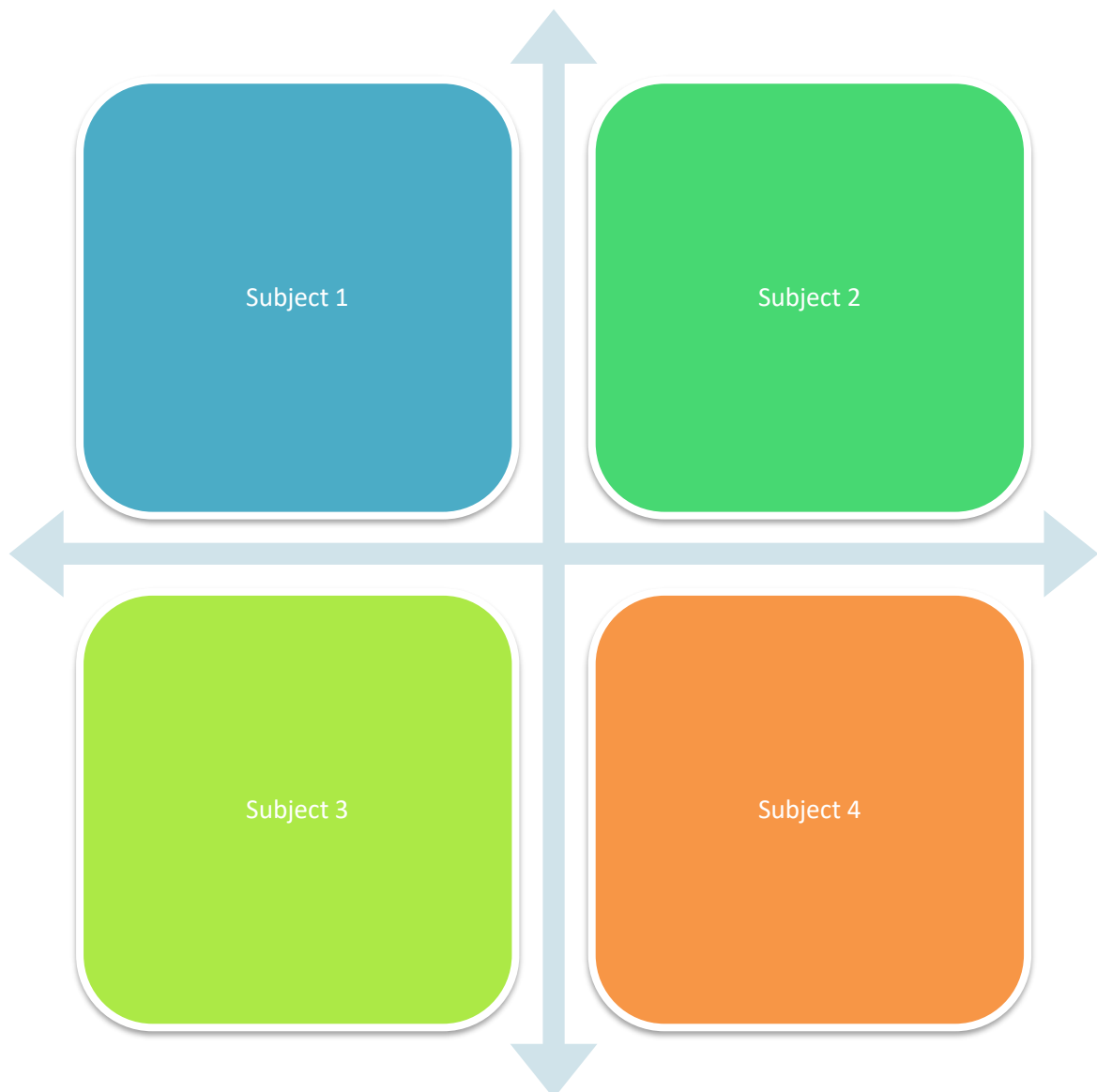
Term 5

November mock assessment reflection

Results from internal exams

Subject	Target grade	Current grade	Readiness for learning	Engagement	Independence

Reflecting on your November assessments what changes do you need to make to prepare for your February mock exams;



Revision of Year 1 Material – Synoptic Revision

Use the below to make sure you know what must be covered this term – take a photo on your phone for reference

Subject 1:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 2:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 3:

Content I need to cover this term;

How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

Subject 4:

Content I need to cover this term;

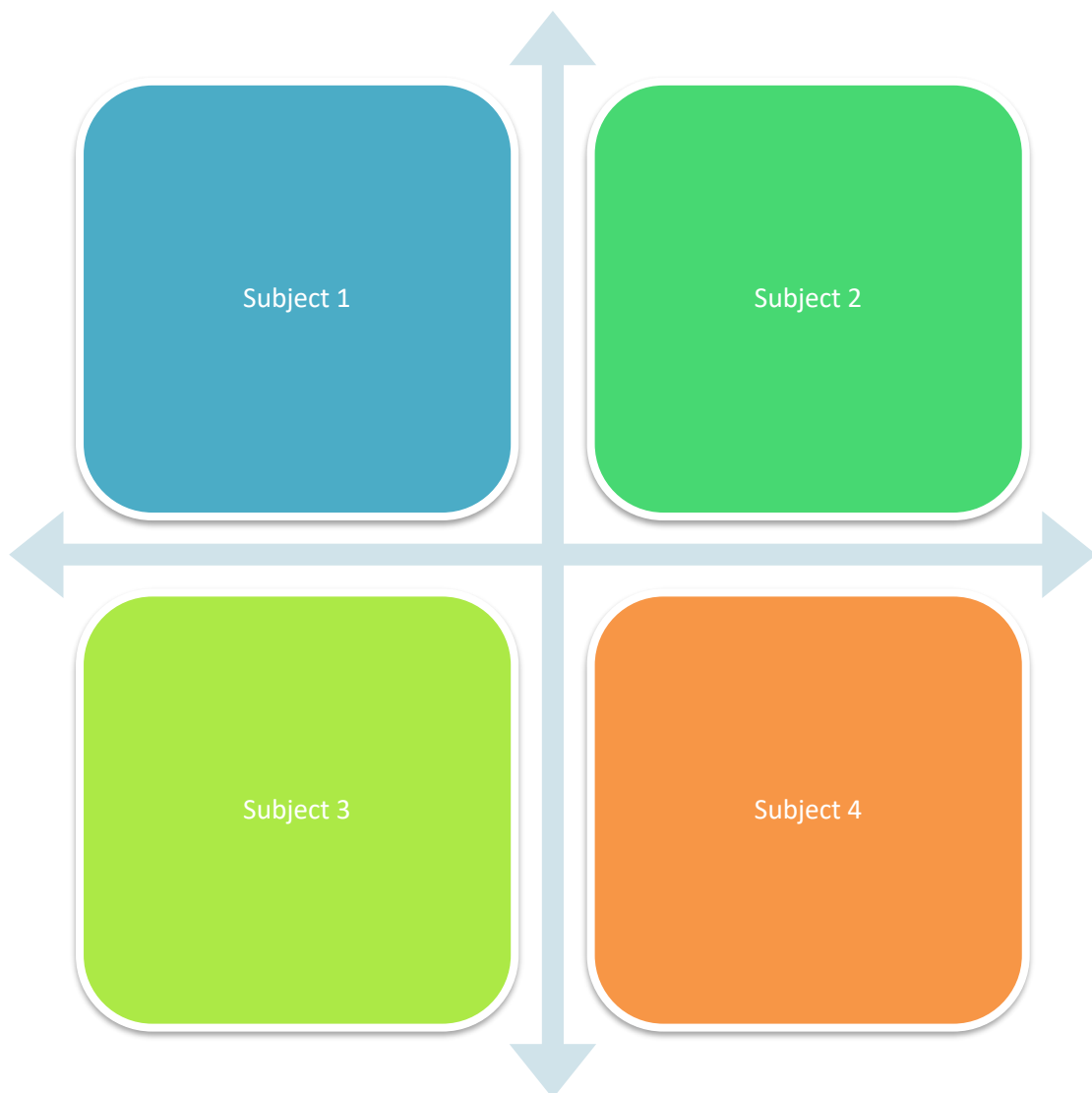
How am I going to do this? (mind maps, flash cards, notes, exam questions etc.)

January mock assessment reflection

Results from internal exams

Subject	Target grade	Current grade	Readiness for learning	Engagement	Independence

Reflecting on your final internal assessments what changes do you need to make to prepare for your final exams;



Well Being

Well Being

We recognise that life at school isn't always easy; especially with the pressure of exams and decisions to be made about your future. The 'step-up' to Sixth Form from GCSE's to A-Levels can be a challenging one as we prepare you for your next steps.

As such there is a structure of support in Sixth Form. The Sixth Form team and support staff have an open-door policy whereby you can drop in to share concerns. Sadie Evans is in the office every day from 8.30am to 3.30pm if you need to have a chat about anything.

You will also have a personal mentor and met with them regularly to discuss your progress and any areas of concern that you may have.

Alternative routes to get support are displayed on our "Well-being" noticeboard in the Sixth Form common room.

Need help or advice?

THE MIX
Tel: 0808 8084994
Webchat 1-2-1
Website: themix.org.uk

Sussex OAKLEAF
www.sussexoakleaf.org.uk
We provide confidential support which promotes independence and helps to build resilience.
Be OK is a free mental health service for people aged 14 to 25.
T: 01444 416391 E: pathfinder.mid-sussex@sussexoakleaf.org.uk

East Grinstead library for drop in Sessions
Library 32-40 West Street, East Grinstead, RH19 4SR
Every Wednesday 10am - 12noon

FIND ItOut
INFORMATION ADVICE
SUPPORT FOR YOUNG PEOPLE
Crawley FindItOut Centre
If you are aged 13-25 you can drop in to a FindItOut centre to get advice and information. If you want to talk to someone in confidence you just need to make an appointment
Opening hours: Monday: 1.00pm-5.00pm Tuesday: 1.00pm-5.00pm
Wednesday: 1.00pm-5.00pm Thursday: 1.00pm-5.00pm Friday: Closed
Centenary House, County Buildings, Woodfield Road, Crawley, West Sussex, RH10 8GP
T: 01293 843327 E: alex.redford@westsussex.gov.uk

YMCA WEST SUSSEX
YMCA Dialogue offers face-to-face and online counselling, as well as groupwork, for young people aged 11 to 18 in West Sussex. Face to face counselling sessions take place in Billingshurst, Bognor Regis, Burgess Hill, Chichester, Crawley, East Grinstead, Haywards Heath, Horsham, Lancing, Littlehampton, Shoreham and Worthing. Our online counselling takes place on YMCA DLG's online counselling and mental health support platform "e-wellbeing".
Please contact us using the details below if you are interested in receiving either face-to-face or online counselling.
T: 07739 893707 E: community.counselling@ymcadlg.org