



**Gatsby Benchmarking
at
Saxon Hill Academy 2024-26**

Benchmark	Summary	What is in Place (April 2022 -23)	Even Better Next Steps 2024 -26
<p>1. A stable careers programme</p>	<p>Every secondary school/college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers, and other agencies.</p>	<p>Programme of study</p> <p>We aim to be a focused student-centred provision, offering the best possible outcomes to ensure our students are ready for the next stages in their lives.</p> <p>We call our careers programme, Preparation for Adulthood (PfA), linking this to both the Gatsby Benchmarks and PfA Outcomes Across Ages for Children with SEND.</p> <p>These tools are detailed, sharing present details as well as next steps.</p> <p>We have embedded our 'Preparation for Adulthood - Next Steps' document, this is part of our school website, is e-mailed to leavers and their parents and has been printed on request.</p> <p>Wendy Arnfield and Lindsey Walden together form the person-centred team for both Work experience and Preparation for Adulthood (PfA), working throughout the Towards Independence department.</p>	<p>Recent Enrichment.</p> <p>During Autumn 2, a local retailer has started donating new and boxed items, which can be sold throughout school to staff, students and visitors; this is a new initiative but one that is offering solid outcomes for student.</p> <p>Following the Autumn successes and this joint working relationship, we have established and formalised a continuing working relationship, sharing our successes with the retailer, offering feedback on how this support has supported Saxon Hill students.</p> <p>We have relocated our pop-up shop, making the facility permanent with a shop front unit; this is opened, organised and operated by students; this has supported and enabled student's skills.</p> <p>From September 23, we have extended our PfA opportunities, offering Enrichment days. During</p>

Lindsey Waldon works as a HLTA, within the PFA Department, taking part in work experience opportunities, with one student on personal timetable, along with a one-to-one accreditation for a named student on a mentoring course.

Lindsey takes responsibility for the Pop-up shop (making & selling items), and making weekly 'Meal Deals' which are sold with profits, going towards student's prom. LW & a group of students provide 23 meals each week.

Across school, staff are supporting students as they complete our third year of the 'Preparation for Adulthood' document and 'Students Views'.

These documents have a link and have been a key part of our SEND Annual reviews.

An Excel document is in place, this records PfA opportunities involved in throughout the academic year.

Individual learning supports, examinations, on-going recorded AIM Accreditation for units which are taken from a suite called 'Skills for Living & Work, as well as AQA awards.

these days students take part in a variety of activities which along with accreditation, support PfA and Cultural Capital.

These Enrichment activities include visits to local next-steps providers, multicultural supermarket visits, transport trips and eating out.

During September 23, we worked in unison with Beaudesert Park Farm, as an ex-student commenced a weekly, volunteering opportunity, volunteering and supporting Saxon Hill students each week. This placement has established a one year opportunity as a trial and may be offered to suitable ex-students in the future.

Whilst continuing to host our half termly ex-student coffee morning and a separate ex-staff morning during the summer term, we trialled a join coffee morning, where ex-staff, ex-students and current students could celebrate their changing life experiences.

This was such a resounding success at Christmas that we have repeated

In 2023, we built upon our first remote Transition Day; this year we offered parents and students the opportunity to visit school where next-steps providers presented their opportunities; this was a great success with parents engaging and sharing that this opportunity help support their options after Saxon Hill.

As part of our 'Transition Day', a PowerPoint was visually shared, which enabled parents a greater forum to celebrate individual successes, having a unique opportunity to see photos of students out and about; this supported our Education for Learning portal, offering a greater insight

The transition day and materials have been posted on the school website.

We have embedded our 'Preparation for Adulthood - Next Steps' document, this is part of our school website, is e-mailed to leavers and their parents and has been printed on request.

Towards Independence Department

Towards Independence students build on the excellent foundation achieved as they journey through school.

a coffee morning which we intend to support each summer, celebrating each year and again a Christmas for a general catchup.

We will continue as last year, with a bi-yearly PowerPoint, 'What PfA looks like at Saxon Hill, our journey', with individual student record of vocational opportunities.

These will be developed and embedded. These will be used as part of ECHP reviews informing and sharing with parents and other attending professionals.

Our newer policies, Saxon Hill Provider access policy and Saxon Hill Careers Guidance and Work Experience policy, will be agreed and shared with parents and providers through out school website.

Our AIM programme of study supports through our four-year AIM rolling programme; this enables work experience, independence, and accreditation to be planned and ensures all leavers can achieve their maximum accreditation on leaving Saxon Hill whilst embedding and working in unison with our whole school 'Golden Threads'.

AIM Units and AQA Accreditation support ongoing strands of Literacy and Numeracy, with year-long units which support Employment, Independent Living, Community Inclusion and Health.

EFL documents the learner journey and is accessible to parents and young people. EFL links into AIM unit workbooks; these achievements form their final accreditation, achieving an Award, a Certificate, or a Diploma at Entry 1, 2 or 3.

Our pre-formal learners take part in a variety of experiences, both in school and the wider community. Their achievements are recorded through EFL and AQA units.

Informal students take part in accessing the wider community, working within AQA units or as part of our Skills for Living and

Work program, focusing on smaller steps towards independence.

Our recording and celebrating through 'Task Analysis'.

Annually we complete and update paper copies sharing successes, i.e. I can with spoken support or physical support and were independent, recording of each task achievement, recorded through EFL.

Two students have taking part in a Mentoring course at Entry Level 2 and Level 1 through NCFE.

On leaving Saxon Hill, the unit names and levels are made available for students leaving, parents and next step provisions.

We have established an Alumni Facebook page for students to stay in touch with the school. We use this page to share information, what is happening in school, personal achievements and to share ex-students' achievements, recognising that they are still part of the Saxon Hill family.

Two ex-students are taking part in volunteering, one at the Craft Barn during opening hours and the other as part of Dobbie's work experience group.

Benchmark	Summary	What is in Place (April 2022 -23)	Even Better Next Steps 2024 -26
<p>2. Learning from career and labour market information</p>	<p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make the best use of available information.</p>	<p>EHCP Annual Review meeting</p> <p>Recording across the school has supported students as they complete their second year 'Preparation for Adulthood' document and 'Students Views'.</p> <p>These documents are linked, have been a key part of our SEND annual reviews and are recognised as an integral step to supporting students and their parents.</p> <p>Our Transition Day has taken place and is noted in Benchmark 1. The transition day and materials have been posted on the school website.</p> <p>Preparation for Adulthood Next Steps is embedded as sharing in Benchmark 1.</p> <p>EFL records opportunities which are shared with parents; this enables the student to share and celebrate with home and for the home to have a unique view of PFA taking place. This an essential part of school communication especially for our nonverbal students. EFL details both photos and supporting information, enabling the school day to be shared at</p>	<p>2023-24 Students in the final year, year 14 now have greater opportunities to take part in PfA activities, in addition to taking part in our PfA rotation.</p> <p>These opportunities support the change to come between leaving school and being aware that this is part of their leaving journey.</p> <p>A next steps provisions are visited each half term, to support students' knowledge of options. These opportunities are offered to students who live in the vicinity of each provider.</p> <p>Feedback to parents during ECHP has supported parents to gain a greater understanding of what type of provision their young person might like for their future.</p> <p>Termly ASPECT- recording now takes place across the school for Vocational, Skills, Community and the wider world, Independence and</p>

home.

Staff tag EFL observations as PfA, this offers a unique insight into their PfA journey.

WA has been contacting leavers' parents throughout the academic year, giving support and providing reports to support students in obtaining a placement. Next-steps visits have commenced following the pandemic.

WA has contacted all leaver from 2023, confirming their placements and next steps.

Our Alumni page is in place, staff can post photos and inform; this has included information about school, ex-students and activities. This year we have shared how well some ex-students are doing, celebrating with each other and continuing the Saxon Hill bond. **Benchmark 1.**

As part of National Careers Week, we shared throughout school, suggesting students and staff dress in their chosen career or someone they aspire to be. Careers activity packs were provided for all classes.

wellbeing, Communication Language and Literacy and Physical skills and Fitness. These form our termly reports to parents, offering a greater insight into a student's engagement and progress.

Detail is completed each year, forming our involvement into 'The Baker Clause'.

Greater information and recording take part, in our XL document, detailing all students and what elements for PfA they have taken part in during the academic year.

We continue to keep in touch with our annual leavers, recording these along with their current destinations.

One student who left in 2023, has taken part in a 'post volunteering year' volunteering at Beaudesert Park Farm, on the day that Saxon Hill students attend. Following the success of this initiative, we will continue to offer the opportunity, to other years leavers, is appropriate.

PfA now has a designated room where we are able to display

Social Media

PfA will post using Facebook, ensuring an additional forum for informing and staying in touch.

Careers Event

Our Careers event day will continue to include students across school. Our celebration PowerPoint, Towards Independence, work experience and community engagement will be shared in all classes, asking for feedback and which opportunities they would like in their future.

previous years books of photos, showing events through photos, British Values, Cultural Capital and Wow moments.

This room can be accessed by parents, visitors and other students. These folders are also used to show new students to the department or work experience what this might look like for them, offering reassurance.

We have taken part in Lichfield Cathedral's Christmas tree project for PfA; Our tree celebrated and informed the local community of what PfA looks like at Saxon Hill. Our tree had objects of reference for each PfA opportunity, as well as photos of students taking part in each opportunity.

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<p>3. Addressing the needs of each student</p>	<p>Learners have different career guidance needs at different stages.</p> <p>Opportunities for advice and support need to be tailored to the needs of each learner. A college’s careers programme should embed equality and diversity considerations throughout.</p>	<p>EHCP Annual Review Meetings</p> <p>EHCP meetings inform each year, considering the options of learners. This person-centred planning considers the responses of the young people first, but also parents, teaching staff, residential staff, career/ transition workers, social workers and other involved professionals.</p> <p>From Year 8 upwards, young people are involved in discussions about their individual aspirations for after they leave school. These are updated with the young person and documented annually during our person-centred planning. This informs teachers of every young person's aspiration, and at every opportunity, we endeavour to provide opportunities and teach students as they prepare for following this path.</p> <p>By experiencing these career-related opportunities, students’ aspirations are often refined, building upon their career expectations.</p>	<p>Facebook pages</p> <p>Our Alumi Facebook page and school Facebook inform others of ongoing information around what is happening in school.</p> <p>Discussion at Ex-student coffee morning, seeking detail for a possible visit where the ex-student can host current students.</p> <p>Half termly visits to next steps future provisions. Benchmark 2.</p> <p>Establishing our PfA base. Benchmark 2.</p> <p>Termly, individual visits to next stages providers. Benchmark 2.</p> <p>We have established two further, individual work experience placements, one at our Craft Barn and the other at the Foodbank warehouse. Here students can</p>

Outside visitors have taken place and continue to be built upon.

Visits to a variety of next-steps provisions.

We have recommended college and next-steps visits; we will increase these, looking at leaver's possible destinations.

Benchmark 2.

Texts to parents

Parents will be texted and informed of PFA opportunities the day before trips etc; this will support parents as they support and discuss with students.

All About Me

Our All about Me, (the first page of our care plans), will be built upon giving a greater insight into the depth of each student, this will support a greater understanding, offering a picture of the holistic young person.

Facebook pages

Our Alumi Facebook page and school Facebook will inform others of ongoing

volunteer as individuals, whilst under the umbrella of Saxon Hill.

Termly Aspects recording as individual learners.

As students leave Saxon Hill they are presented with several items, their up-to-date Task Analysis record to date, a list if units achieved at what leaves which support their 'Skills for Living and Work accreditation, along with a memory book of photos of their journey through education and experiences at Saxon Hill.

Invitations to Ex-students, sharing our next ex-student coffee morning, maintaining the family link to Saxon Hill. **Benchmark 1.**

Whilst we have a four-year rolling programme of students through AIM qualification, each year we consider the unique individual's learning and alongside our growing opportunities offered and adapt to include

information around what is happening in school.

accreditation units whilst celebrating individual achievements. Each unit can we attained and different levels with the final accredited level being dependent of the bulk of achieved units.

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<p>4. Linking Curriculum Learning to Careers</p>	<p>All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<p>Work Experience Opportunities</p> <p>Along with a variety of work experience and independence opportunities students take part in accredited unit work through AIM. Each student’s achievement in their work experience placement is linked and accredited towards an Award, a Certificate, or a Diploma at different Entry levels or beyond. Benchmark 1.</p> <p>AQA accreditation support Informal, Pre-formal and Developing students.</p>	<p>Exam Achievements.</p> <p>From September 2023, Formal learners, education, and achievements moved to increase exams taken as ongoing throughout the year.</p> <p>Formal learners continue to work towards Entry Level Certificates in English, Maths and Science. This year having also started to undertake some Level 1 Units in Digital Media</p>

Each year student groups are evaluated before the start of a year and units towards accreditation are adapted to ensure that the best possible units for student development are achieved.

WA considers each unit and what level each learner might achieve within that unit. This enables greater progression for individual students, recognising that they will achieve at the greatest level.

Holistic Accreditation

Staff ensure AIM units are holistically delivered in real-life situations, not as stand-alone, discrete units. We believe that these units and accreditation support growth, are preparation for their next steps and are relevant for life.

AIM Accreditation and AQA exams.

Students take part in strands of Literacy and Numeracy which are in the Towards Independence Department, enabling progression. Lessons relate to different units, i.e. Developing Assertiveness,

and Art and design, linking to their aspirations. Having some Level 1 units helps broaden opportunities available for pupils after Saxon Hill.

A four-year adapted programme of Aim units. **Benchmark 3.**

Wider opportunities offered to Year 14 leavers. **Benchmark 2.**

These years AIM unity include Living in a Diverse Society, Making Choices in Pursuit of a Common Goal, Building Confidants and self-esteem, Volunteering building year upon year, making a Product all ensuring quality breadth.

Recorded termly Aspects.

Benchmark 2.

Travel Training

Travel Training commenced in Autumn 2023 and is inspiring student involvement through engage

Domestic Skills, Follow Instructions in the Workplace, Getting About Safely, Personal Safety, Understanding Relationships, Working with Others, Speaking, Writing, Reading, Money & Length can be holistically established when work PfA both in the classroom and wider community opportunities.

AQA exams support English, Maths and Science for students in our formal strand.

Benchmark 1.

in the wider community, with independence at the centre of these opportunities. We have additionally linked this to a unit from AIM 'Skills for Living and Work'. We have developed travel training, writing our own criteria, through Task Analysis.

We will build upon these success' during the warmer months and commence travel using a train, this will be added to our travel training Task Analysis.

Benchmark	Summary	What is in Place (April 2022 -23)	Even Better Next Steps 2024 -26
<p>5. Encounters with employers and employees</p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include</p>	<p>Work-Based Work Experience</p> <p>All managers of the work base we attend, liaise directly with students, thus broadening their interactions with employers, employees, and adults outside school. This has enabled students to have</p>	

<p>learners' part-time employment where it exists.</p>	<p>ownership of the vocational learning.</p>	
	<p>Dobbie's Garden Centre</p> <p>Each week students carryout work experience at Dobbie's Garden centre. Our relationship with their manager and staff has continued to develop, with staff valuing our contribution to the Monday workforce.</p> <p>Each week as a team we have enabled great variety and diversity as more complex tasks have been assigned to us. The Sainsburys Department has enabled greater work experience opportunities. The department manager has embraced students, knowing each individual student by name and as an individual; this has offered autonomy and developed task which continue yet build upon ongoing learning as the young person moves through tasks, working as paired teams for some tasks.</p>	<p>Dobbie's</p> <p>Semi Formal and Formal learning take part at Dobbie's on rotations.</p> <p>Sainsburys has been replace by Waitrose, this is offering similar but slightly different opportunities.</p> <p>This year we have been given greater autonomy, where we access Danish trolleys of stock in the warehouse, we then delegate work tasks between students, where they locate and add stock, create displays and structure to the store.</p> <p>Task Analysis takes part at Dobbie's.</p> <p>Benchmark 1.</p> <p>This year's AIM units which support Dobbie's work are, Becoming a Volunteer and Volunteering.</p>

The Craft Barn

In September 2022, we moved from work experience at the Craft Barn, to an alternative day; this has enabled a great more student-focused work experience and includes working in the shop, serving customers and using the till, as well as work in the warehouse department, which generally includes deconstructing items ready to sell, pricing, packing, and sorting.

Angie Merriman manages the Craft Barn and provides relevant work for the students on their weekly work experience day. She liaises with the students and the support staff to ensure that work is relevant, challenging, and achievable.

During the spring term 2022, we trialled work experience at The Craft Barn, with individual students being taken and left at The Craft Barn, being collected after lunch. Following this trial, in September 2022 we continued individual learner opportunities; whilst this has been successful and very meaningful for learners, we are concerned

Pre-formal and Semi Formal learners.

Pre-formal learners have visited Dobbie's to share & celebrated with their peers from The Towards Independence Departments, contributing to the workplace. Task Analysis takes part at The Craft Barn. **Benchmark 1.**

Individual work experience.
Benchmark 1.

This year's AIM units which support farm work are Making a Product, becoming a Volunteer and Volunteering.

that this takes two staff to drop and collect.

The Foodbank

The Foodbank warehouse is located on the carpark at Saxon Hill, the group of volunteers embrace and offer work experience opportunities.

Each week, a trolley of food goes into school; this offers a group of Semi-Formal learners to take part in work experience within school. Students sort, label, and package ready to be put on shelves. Each week, two students take the dated food to the food bank, where they unpack, putting food directly onto shelves.

In September 2022, we moved to an individual learner, taking himself to the Foodbank, signing out of school, taking a walkie-talkie to liaise with school staff should he need support, and having ownership of his work experience. Unfortunately, Trussel Trust management established a concern about an individual

This year's AIM units which support foodbank volunteering are, Becoming a Volunteer and Volunteering.

We have adapted and built upon our class work experience at the Foodbank. A group of four students now sort and date bags of donated and then two of these students go to the warehouse and add their food to the shelves ready for distribution.

Individual work experience.

Benchmark 1.

learner working and safeguarding. This new initiative has led to a Saxon Hill volunteer supporting our student.

At the end of a student's half-termly rotation, students receive a certificate presented to them celebrating their achievements.

We have commenced Travel Training

Benchmark 4

Sheltered living at St Johns

We have liaised with St John's, a protected, sheltered living environment and we have shared a day of joint working with older persons in the wider community.

Beaudesert Park Farm

After a successful trial year (2021-22) with some external funding through 'Natural England, we agreed to funding the farm for another year, building upon this ever-emerging relationship with the farm.

Travel Training and using the train.

Benchmark 4.

St John's supported our Cathedral Christmas Tree, we then decorated the tree together, establishing link into the wider community.

Benchmark 2.

This year's making items during the winter months, has also supported our Cultural Christmas Market

Work includes animal maintenance when the weather allows, caring for goats and chickens. During the winter months, students have made sausages, burgers, jams, chutneys, bread and butter for sale, sharing achievements with parents through sales and with remained stock being sold at our termly 'Pop-up shop'.

In April, we will commence our work experience focus outside. This includes animal maintenance, making bottles of milk for kid goats and feeding.

During March we will build upon last year's hatching project, with the hatching process being shared, being linked to all classes as a live feed.

The hatched chicks will be returned to the farm, where students can follow their progress, take part in animal maintenance, and prepare for their first eggs.

Our hatching project 2023, produced all cockerels, as cockerels on the farm are dispatched and not kept for eggs, Formal students chose to use this meat to make curry, to be sold as part of our weekly Meal Deals. This hatching to the plate, offered debate and embraced personal opinions, resolved as a group together.

This year's AIM units which support farm work are Making a Product, becoming a Volunteer and Volunteering.

AIM units will be evidence with units which include Caring for Animals, Getting About Safely and Follow the Instructions in the Workplace.

In September 2022, we commenced an AIM unit called 'Care for Farm Animals'; this is an Entry 3 unit which asks for a minimum of sixty hours for completion.

All these work experience opportunities are evidenced and are an integral part of AIM units and progression is documented through EFL workbooks. **Benchmark 1**

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6. Experience in workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of	<p>Work experience</p> <p>Students take part in a wide variety of work experience opportunities both in</p>	Ex-student and staff coffee mornings

career opportunities and expand their networks.

school and in the wider community. We are very proud of the range we have on offer and the rich learning opportunities that come from these links.

Benchmark 4

These opportunities include Dobbie's, The Craft Barn, The Foodbank and Beaudesert Park Farm.

Dobbie's is a garden centre retailer, which is open to the public daily.

The Craft Barn is a retail outlet that supports craft with new and recycled retail items for sale. The Craft Barn has two units, a workshop area, and a shop.

The Lichfield Foodbank warehouse is part of the Saxon Hill site. The warehouse is the hub of the Lichfield foodbank, where all food is processed and sent out to distribution centres throughout Lichfield. Beaudesert Park Farm is a working farm which includes chickens, goats, and cows.

School-Based Work Experience

Following the success of our Ex-students coffee mornings we recently invited both ex-staff and students, to a shared coffee morning; this was an amazing success with many attending. It is our plan to offer these get-togethers twice yearly.

Each week, the Foodbank manager sends a trolley of food into school; this offers a class the opportunity to take part in work experience within the classroom. Students to sort, label, and package ready to be put on shelves.

The 'Community Café'

The café is placed in school and offers students a variety of opportunities, which have included Hosting & baking for groups include ex-students, Ex-staff, Governors, and other groups.

Weekly staff 'Meal Deals'

These have continued to evolve, and we have built upon last year's successes. Learners offer reasonably priced lunchtime meals to staff. These meals change and include both hot and cold lunches for approximately thirty orders. The profits are banked and are becoming a key contributor to the Towards Independence prom fund.

Pop-up Shop

These now take part each half term, following our successes of last year's, half-termly events. We felt that spreading these over whole terms enabled great learner contribution. During work experience at Dobbie's and during Travel Training, students shop for reasonably priced items which they can upcycle ready for sale.

Throughout the term, student's plan, make and present items for sale.

The profits are banked and are becoming a key contributor to the Towards Independence prom fund.

Towards Independence Flat

This offer is in its infancy; we are developing an area where students can take part in independent work, having control of decisions on what they wish to carry out.

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<p>7. Encounters with further and higher education</p>	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities, and the workplace.</p>	<p>In 2022 we hosted our first remote Transition Day, in 2023 we hosted a transition day inviting numerous providers; however, the greater proportion of exhibitors come from the social care settings.</p> <p>During the day parents and students were free to drop in to school, as well as providers displays, we showed a PowerPoint sharing Saxon Hill's offers of accreditation and a glimpse into our journey this year, enabling others to see our students' achievements before leaving Saxon Hill.</p> <p>The transition day and materials have been posted on the school website.</p> <p>We have embedded our 'Preparation for Adulthood Next Steps' document.</p> <p>Benchmark 1</p>	<p>We will continue to host transition days, seeking all providers both educational and social care, these will include new opportunities.</p> <p>We will ask ex-students, if a few of their group would like to support this event, offering their personal journey, supporting students and their parents as they move through this often-difficult transition of leaving Saxon Hill.</p> <p>Pupils also attend regular visits to higher education provisions, which is being widened out further this year to include some new opportunities.</p> <p>As students visit or a new offer is made available post Saxon Hill, we will share these as part of our weekly Newsletter.</p>

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<p>8. Personal guidance</p>	<p>Every learner should have opportunities for guidance interviews with a career’s adviser, who could be internal (a member of college staff) or external, if they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected of all learners but should be timed to meet individual needs.</p>	<p>Learners are encouraged to play an active part in their ECHP Annual Review meeting wherever possible, giving greater ownership of the individual learners’ wishes and a forum for celebrations.</p> <p>Across school, staff have supported students as they complete our second year ‘Preparation for Adulthood’ document and ‘Student Views’. These documents have a link and are a key part of our SEND Annual reviews.</p> <p>Benchmark 1</p> <p>We have embedded our ‘Preparation for Adulthood Next Steps’ document; this is part of our school website, is e-mailed to leavers and their parents and has been printed on request.</p> <p>Benchmark 1</p> <p>Students take part in a variety of work experience opportunities; students take part in accredited unit work through AIM.</p>	<p>WA will become part of the Stoke and Staffordshire Careers HUB, this will enable greater opportunities, growth, and support.</p> <p>We will start to engage with a local SEND school (Queen’s Croft) to share best practice and new idea opportunities, learning from past practice, recognising how we differ from each other.</p>

Each student's achievement in their work experience placements is linked and accredited towards an Award, Certificate or Diploma at different Entry levels or beyond.

Benchmark 1 & 6