



**Gatsby Benchmarking  
at  
Saxon Hill Academy**

Benchmark	Summary	What is in place (March 2020)	Even better next steps
<b>1. A stable careers programme</b>	<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><b>Programme of study</b></p> <p><b>Adventurers Department Students KS3</b></p> <p>Adventurers students experience jobs through enterprise activities within school such as cake sales, making and selling crafts and organising a weekly 'tuck shop'. Many students are involved in work for many charities e.g. Blankets for Babies appeal, Dun Roamin dog rehoming charity, Water Aid and they join Rotakids and Rotaract to actively support the local community and raise money for a whole range of local charities.</p> <p>The work based learning opportunities are wide ranging and teachers select the most appropriate access points to these vocations for each of their pupils to devise a bespoke programme of careers education.</p> <p>All progress in these areas is recorded on their Evidence for Learning profile at Rainbow or Jewels level depending on the level of their achievement.</p> <p><b>Towards Independence Students KS4 &amp; 5</b></p> <p>Towards Independence students build on this excellent foundation and in addition, compile evidence files to contribute towards their final accreditation in these work related skills.</p>	<p><b>Training</b></p> <p>WA to attend training in the support of leavers and placements.</p> <p>WA has commenced Hub meets, sharing, options and best practice are shared at this point, which support and informs.</p> <p>A Year by Year Work Related Learning Programme as a starting point for each secondary teacher in school.</p> <p><b>Create a leavers pack</b></p> <p>In the past, we have presented a folder of photos to share special moments.</p> <p>We will move onto developing a student portfolio of: courses and units studied and achieved; accreditation levels and work experience opportunities.</p> <p><b>Task analysis</b></p> <p>We will build upon and create task analysis of the variety of</p>

Our OCN programme of study supports getting ready for the next stages in young people's lives, ensuring achievements out of our ongoing successes.

Each year is bespoke, and the learner population dictates units studied, with a variety of rafts of units which work together to ensure students can leave with best possible outcomes.

Home learning is being set, which links into and relates to OCN units.

Units support ongoing strands of Literacy and Numeracy, with year-long units which support: Work Experience, PSHE & RSE, RE, Personal Safety and everyday skills which include greater communication in the wider community.

**Sensory learners** take part in a suite called 'Personal Progress' which offers pre-entry accreditation with a continuum of the level achieved, with learners achieving qualifications at (Pre-Entry) Entry 1.

These units fit alongside the Sensory curriculum and thematic study.

(OCN are phasing out Personal Progress in February 2022.

All learners completing studies within this period have been registered and another awarding body offering appropriate qualifications at the appropriate level will be

work experience opportunities, sharing a depth of achievement for each learner, giving next step direction, using these real-life opportunities.

### **Integrated reading**

Opportunities for reading will be included where possible e.g. social signs, labels, instruction sheets, health and safety notices, record sheets and reflective logs.

We will read and share stories of work experience and related books which give opportunities for greater discussion, moving towards stories which can be shared with our learners coming through from KS2.

### **Interview practice**

We will read age-appropriate books about interviews, discussing and role-play interview situations.

sourced, to enable Personal Progress to be delivered beyond this date.)

**Emerging Pathway learners** take part in both 'Personal Progress' (Pre-Entry) Entry 1 and 'Skills for Work and Life' (at Entry 1, 2 & 3).

'Skills for Work and Life' offers great progression and supports individual spiky profiles.

**Developing Pathway learners** take part in 'Skills for Work and Life' which offers the opportunity for learning and achievement at Entry 1-3 with progression to a Level 1 award, with the addition of a yearly Science accreditation at Entry 3.

Learners requiring greater progression opportunities due to ability levels, are supported as individuals with bespoke selection of accredited work. Previous examples of this include: One student with a thirst for Reading achieved a Level 2 Award, whilst this learner was able to achieve this level in this one set subject, she achieved Entry 3 awards in all other areas.

Another learner was supported through a bespoke curriculum which enabled her achieving a Level 2 Award in an OCN suite called 'Employability and Development' and a

single award at Level 2 called 'Peer Mentoring.

This student has continued to post Saxon Hill on an voluntary programme with tutor lead sessions enabling her to achieve a Level 3 qualification in Mentoring Practice, ensure best possible outcomes for the next stages in her life.

### **July 2020 leavers**

One student achieved a Level 3 Certificate in Mentoring Skills. She came to us in Yr 7 a school phobic working at NC Level 3.

Another achieved an Entry 1 Diploma in Skills for Living & Work. At the end of KS2 she was working at P5.

Another achieved an Entry 1 Award in Personal Progress. At the end of KS2 she was working at P2.

**Other KS5 year groups:** Over the year the 19 students studying Living Independently Diploma have accrued 159 units at Entry 1, 9 units at Entry 2 and 37 units at Entry 3.

The 12 students studying Personal Progress have deferred assessment until this academic year.

(Resultant Qualifications are finalised in a students' Y14.)

		<p>At Saxon Hill, we are open to change and adapting suites of learning to ensure those already on a programme do not lose out and those new to the department are offered the best opportunities for success.</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>Each learners' ECHP Targets are reflected and tied into OCN Units.</p> <p>Learners are part of the junior Rotary (Interact) where they establish external relationships, gain a greater understanding of volunteering, charities and how we have skills to support others.</p> <p>Students have supported the charity Age UK, by providing over 200 smoothie hats.</p>	
<p><b>2. Learning from career and labour market information</b></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><b>ECHP Annual Review meeting</b></p> <p>Annual ECHP meeting support next steps, discussing possible future opportunities and what might be available and most appropriate to the individual learner.</p> <p><b>Annual transition evening</b></p> <p>The 'Annual Transition' evening is the occasion for post-school providers to present</p>	<p><b>ECHP and leaver packs</b></p> <p>The learner will complete their 'North Star' and 'What I am Proud of' documentation, which will inform the individual learners ECHP, be ongoing and will become part of their leaver pack.</p> <p><b>Consultation with parents</b></p>

their provision and what it might offer the learners presently at Saxon Hill.

Parents and learners are invited to listen and share opportunities.

A prospectus of a range of post-19 providers has been compiled and distributed to families of Y14 students and put onto our website for all families.

Links to all the local college virtual Open Days has been added to our weekly newsletter, as and when these events occur.

### **Reflection on past leavers**

Sharing ex-student successes and adaptations needed to ensure the best outcomes from a variety of provisions.

Sept 20 – Suzanne Walters, our SENCO was appointed, this will enable greater support for all 14-19 students and especially leavers.

### **Visits**

These will resume when safe to do so. In the meantime, virtual Open Days are to be attended either from home or from school.

Training session by Mel N Sept 2020 about the Preparing for Life, using national disability in work statistics, to inform programme. [Social model of disability | Disability charity Scope UK](#)

[Disability and employment, UK - Office for National Statistics \(ons.gov.uk\)](#)

We will collate a pack of information about different opportunities available year on year to be shared with students and parents.

### **Parent support**

(Currently unable to physically meet due to pandemic) Parents joining the Ex-student coffee morning to liaise with those learners and parents who have left school.

(A prospectus of possible post-19 providers has been compiled and distributed to families of Y14 students and put onto our website for all families. Also, links to all the local college virtual Open Days has been added to our weekly newsletter, as and when these events occur)

This will offer support and information to those learners and parents who are moving towards leaving Saxon Hill.

### **Ex-student presentations**

(During the pandemic, this will be a pre-recorded video presentation.) An opportunity exists for ex-students to present and share their journey post-Saxon Hill, offering a greater insight to parents and learners who are a present part of Saxon Hill.

### **Work Place Learning**

Our students learn about the roles and responsibilities in each of the work place venues we engage with.

Our vocational venues offer these rich opportunities and together with the task analyses, the learning in each base is maximised.

Visits are rare during this pandemic but once resumed, the students will again, visit many work bases to learn about the different roles within e.g. a prison, a municipal tip, a court of law, nurseries and youth centres.

### **Ex-student coffee morning**

Ex-student coffee morning are an opportunity to share and present, and it is where past learners can meet up, chat and have coffee, in this less formal forum.

Young people take part in a quiz which is written by a present or past learner.

Mixed team groups for our quizzes encourages this valuable social interaction between past and present learners during this fun task.

The young people are free to come along with their parent or PA/carer and solid relationships are forged.

This also offers catchup time for parents, where they support each other, sharing what is going well.

### **A Gatsby notice board**

A Gatsby display board shares how we support learners through Gatsby.

This could be moved from class into the hub.

### **Annual Careers Evening**

To move away from the present location of the hall, down into the hub, where learners have greater ownership and their achievements can be shared through open class areas.

The introduction of this is for learners to take greater ownership through hosting at this event.

### **A brochure on possible venues**

This will be compiled with suggested possible placements and some guidance information on who, what, when and where.

Ex-student coffee mornings have currently stopped due to COVID restrictions; however, we have remained in touch and we are offering a Teams catch up.

#### **Ex-student volunteering**

One ex-student aged 39 now supports our own students, along with his own PA. Learners have a different relationship with Dave and enjoy being supported by him during their Work Experience.

This has been unable to take place due to COVID restrictions; however, we have remained in contact. One student has been e-mailing Dave. In the spring term, we are going to offer Teams catch-ups, sharing what we have achieved.

#### **Building upon new resources and opportunities**

Ex-students are invited to share what other clubs or support networks they are part of.

Ex-Students have shared the lack of accessible day clubs. This has enabled one ex-student to start a 'Friends to Friends' group with main ex-students attending.

Promotion flyers are left in our foyer to celebrate and promote.

#### **Shared living**

Other homes and providers feel free to come along and join, bringing an ex-student from Saxon Hill along with other service users.

		<p>Coffee mornings are also a point of sharing, where we celebrate successes and, on some occasions, share the loss of an ex-student.</p>	
<p><b>3. Addressing the needs of each student</b></p>	<p>Learners have different career guidance needs at different stages. 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><b>EHCP Annual Review meetings</b></p> <p>EHCP meeting informs each year, considering the options of learners. The person centred planning takes into account the responses of the young people first but also parents, teaching staff, residential staff, career/transition worker, 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 sessions and are referred to as their 'North Star'. This provides teachers with a young person's guiding light and we do all we can to provide opportunities and teach them to prepare for following this path. Each year young people will revise this North Star and as they mature, they gain greater experience and their aspirations become more sensible and realisable. Sometimes it is not the career itself that excites them, but some aspect of it that becomes realistically accessible to them. By experiencing these</p>	<p>North Star aspirations to be forefront of a student's learning. All programmes should be designed with this aspiration in mind.</p>

		<p>career related opportunities, their aspirations refine into realistic career expectations.</p> <p><b>Annual transition evening</b></p> <p>The 'Annual Transition' evening is the occasion for post-school providers to present their provision and what it might offer the learners presently at Saxon Hill.</p> <p>Parents and learners are invited to listen and share opportunities.</p> <p>We have responded by establishing a 'Next Steps' pack, a prospectus which directs parents and students to college options. This is posted on our school website.</p>	
<p><b>4. Linking Curriculum Learning to Careers</b></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><b>Work experience opportunities</b></p> <p>Along with a variety of work experience opportunities, students take part in accredited unit work through Open College Network West Midlands. Each students' achievement in their work experience placements is linked and accredited towards a diploma at their appropriate level. Each year student groups are evaluated prior to the start of a year and units towards accreditation are adapted to ensure that best possible units for student development are achieved.</p> <p><b>Holistic accreditation</b></p>	<p><b>Travel Training</b></p> <p>(Temporarily stopped due to reduction of social mixing during pandemic) We are looking wider towards the bigger picture and believe that elements of travel training for individual students would benefit their next steps and develop pride and self-confidence.</p> <p><b>The 'Community Café'</b></p> <p>(Temporarily stopped due to reduction of social mixing during pandemic) We have recently commenced greater work in our Community</p>

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

### **OCN accreditation**

Whilst students take part in strands of Literacy and Numeracy which continues over their time in 14-19 years, enabling progression, lessons relate to different units, i.e. Living in a Diverse Society, Building Self-esteem, Speaking, Writing, Reading & Money can be holistically established when shopping for items for Café based lessons and restocking the Tuck-shop.

### **OCN accreditation and work experience**

Work experience opportunities are holistically considered as 2019-20, Looking and Acting Part of the Workplace, Practical Workshop Skills, Making a Simple Meal, Speaking, Writing, Time, Reading, Living in a Diverse Society and Building self-confidence and self-esteem.

2020-21

Volunteering, Making Choices, Receiving & Responding to Information, self-Development, Food Preparation, Science of the Human Body & Presentation and Using Social Media.

Café where student take part throughout the week in cooking, making and hosting.

Students have started going out once per week shopping for food items which they will need in the café. This will become part of our holistic accreditation and work experience.

**5. Encounters with employers and employees**

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 learners' part-time employment where it exists.

**Work-based work experience**

All managers of the work bases we attend, liaise directly with students, thus broadening their interactions with employers and employees, adults outside school.

At Dobbies Garden Centre we receive a weekly list of jobs to complete during our full day per week based there. Our relationship with their manager has developed such that he liaises with us and monitors our students' work throughout our working day at the centre.

Angie 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.

David Clark manages the Lichfield Foodbank and happily provides tasks for our students as they sort, label and package the foodbank parcels for needy families.

Michelle Rowberry liaises with our students to engage them further in Rotary based activities and visits from their members regarding charity events and their involvement.

**Assemblies**

School assemblies where students deliver to other students, sharing their thoughts and experiences.

**National awareness**

Plans are being made to enable a group of Interactee's to attend a National Rotary celebration function.

**Local Voice**

Two students to become part of the local voice project, representing Saxon Hill and the student's voice.

A new PSHE/RSE related assembly rota was written and has commenced.

Whilst it has been difficult, staff have recorded these and they were available to watch by the whole school.

### **Guest speakers**

Students invite a number of guest speakers into the school where they host and take part.

This year we have had the three emergency services attend.

This has not been possible due to COVID.

### **National organisations**

Students are involved as an 'Interact' group (young Rotary) which is supported by Tamworth Rotary.

Each year students decide on different Charities and projects they wish to support, which have included St John's Lichfield, Aqua Box (a national organisation), The Foodbank, Sands and The Heart Foundation.

Each year student vote for a new position in the organisation, these are President, Secretary and Treasurer.

Our 2019-20 Project was asking others to knit smoothie hats, which are donated to AGE UK, each hat sold with a smoothie receives twenty five pence for the charity.

The charity have requested that we retain the

		<p>hats until it is safe to send. We have 200 to date.</p>	
<p><b>6. Experience of workplaces</b></p>	<p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p><b>Work experience</b></p> <p>Students take part in a wide variety of work experience opportunities both in school and the wider community. We are very proud of the range we have on offer and the rich learning opportunities that come from these links.</p> <p><b>Dobbies Garden Centre</b></p> <p>Dobbies Garden centre (offering work experience within a retail environment, with an outdoor classroom).</p> <p>Initially, Wyevale were the owners of the garden centre &amp; had an established relationship with Saxon Hill, with an outdoor classroom which supports learners. Due to COVID restrictions we have been unable to attend; however, we have remained in touch.</p> <p><b>The 'Craft Barn'</b></p> <p>A retail outlet that supports craft with new and recycled retail items for sale.</p> <p>The Craft Barn has two units, a workshop area and a shop.</p> <p>All students were able to attend and carry out a number of tasks in this close environment which included retail opportunities. These</p>	<p><b>Dobbie's future engagement</b></p> <p>Liaison with the manager at Dobbie's took place and an agreement was established.</p> <p>Changes were established which included WA going to Dobbie's prior to students arrive, with work experience tasks being assigned &amp; an expectation that work would be completed in a professional manner.</p> <p>This has worked well &amp; Dobbie's have shared that Monday's input really supports the store; however, as the placement has higher expectation which we are delighted about, it affects the type of student who can benefit most by attending.</p> <p><b>The 'Craft Barn'</b></p> <p>Due to the changing population and suitability of the environment, works were</p>

sessions were full days, with students stopping for lunch.

The Craft Barn is open to the public at weekends, which is often visited by students and family including ex-students

Due to COVID restrictions we have been unable to attend; however, we have engaged in Craft Barn work experience in the classroom.

### **The Foodbank warehouse**

The Lichfield Foodbank warehouse is part of the Saxon Hill site.

Students are offered work experience in this setting which included Food rotation, stocktaking and packing food boxes ready for distribution.

Due to COVID restrictions we have been unable to attend; however, we have engaged in Foodbank work experience in the classroom.

### **Class-based Foodbank tasks**

The Foodbank Warehouse provides food to school, to complete the stocktaking process where students determine if food is in date and marked accordingly. This supports the Foodbank, by reducing this activity in the Warehouse.

### **Tesco on-site food collections**

carried out to ensure students were safe and warm.

Following work being completed, a more dynamic group with complexities are now able to attend for a morning session.

Opportunities are available for sensory learners; this initiative needs to be commenced then embedded.

### **Certificates**

Students continue to access this provision & receive a certificate from The Foodbank on completion of a period of sessions, which includes dates attended.

### **Ex-student involvement**

This year an ex-student who has returned as an 'Intern' also takes part in independent work experience.

This ex-student is also taking part in volunteering at one of the distribution sites in Lichfield.

Periodically, local supermarkets set aside days which are available for The Foodbank to seek collections of foods, by handing out a shopping list of items which they may choose to donate after shopping, this also includes monitoring donations.

### **The 'Community Café'**

The café is placed in school and offers students a variety of opportunities, which have included:

Hosting & baking for a group of Ex-staff.

### **Weekly toast and breakfast sales**

Offering whole school engagement in breakfast prepared by learners.

### **Baking**

For events which include McMillian coffee mornings & the Christmas market.

### **Weekly staff 'Meal Deals'**

These have been ongoing this year and are evolving. Learner offer reasonably priced meal deals which include a main course, second course and drink which is purchased from the student-led Tuck-shop.

After completing a risk assessment for this area of work experience, leadership felt that the risk was too great during the pandemic period.

This initiative will be shared with leavers and possible engagement encouraged. This took place 2019-20. This student gained her level 3 accreditation and has started volunteering at The Craft Barn.

### **Interactees**

St John's in Lichfield have recently started to collect food for the Foodbank as part of the community and church.

This food is collected by the school, students sort and date in class then donate the foods to the Foodbank.

Students have kept in touch and continued at a distance.

### **Discovery sessions**

As part of Discovery sessions, an additional group will take part in class-based Foodbank support. Also, two learners of a younger age will take part in activities at The Foodbank Warehouse; gaining an insight into future learning through work experience.

This took place 2019-20

		<p>As an alternative, students have continued to bake in the kitchen, but not produce items for sale.</p> <p>Students have started to plan and cook their own shared meal each week.</p>	<p><b>Department involvement</b></p> <p>The Foodbank initiative and working needs to be given a greater priority for Engaging Sensory learners, to continue and support, including a greater diversity of students. Both learner from the vocational group and Life Skills group have taken part in school based volunteering.</p> <p><b>Appropriate Accreditation</b></p> <p>Wendy Arnfield will ensure diversity of accreditation through relevant accredited units, giving the topic accreditation and reward through practical and academic work.</p>
<p><b>7. Encounters with further and higher education</b></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><b>Annual 'Next Steps Evening'</b></p> <p>Students from Y9 upwards and their families are invited to our annual leavers' evening in school. A variety of post-19 providers are invited to set up a stand to share information about their provision and offer a contact person who can discuss further what each placement is able to offer and if they could meet the needs of the individual learner.</p>	<p><b>Annual 'Next Steps Evening'</b></p> <p>Our annual transition evening will be renamed a 'Next Steps evening.'</p> <p>(We have been unable to arrange such gatherings this year due to the pandemic but will redesign it in this style when we can resume.) We will host our next annual Next Steps evening in The Hub</p>

Providers are also able to share stories of their successes with other students and their journey post-Saxon Hill.

### **Visits to external providers**

Wendy Arnfield and on occasions, Mel Newbury visited a variety of providers mainly within the county; others in bordering counties.

This has established a relationship of working together and reciprocal visits. It has enabled an insight into next provisions and which individual might be best suited to specific provisions. Assessments of the needs of individual students takes place in order to evaluate how well providers can meet individual needs. Session days are arranged where providers can observe students in their familiar setting and benefit from our experience of meeting students' needs. One provision shared that they were unable to provide placements for our Sensory learners. This provision also spent a day in class, observing and being supported by Saxon Hill on possible ways forward.

### **Liaison and shared lessons**

Learners take part in Science lessons at King Edwards School, where staff step back and Saxon Hill learners are peer-supported by King Edwards' KS4 and 5 students. Learners have shared that this is an amazing initiative and enables them to have a glimpse into a lesson in a mainstream school.

where our 14-19 classes are positioned.

Attendees will have the opportunity to wander around our classrooms, gaining a greater understanding of Saxon Hill with learners having greater ownership. This will give a greater overview of what Saxon Hill offers to our learners and give the opportunity that individual learners success' will evidence through photos, our Gatsby board and our on-going task analysis, recording of individual learner's work experience achievements.

### **Learner ownership of 'Next Steps Evening'**

(We have been unable to arrange such gatherings this year due to the pandemic but will redesign it in this style when we can resume.)

Students to be asked to host the evening, using their meeting and greeting skills, sharing their learning journey with others through conversation and sharing the opportunities which are recognised in photos. On some occasions, our ex-student sensory learners have

		<p>Students have been keeping in touch with Rowan Jenkins, to maintain the link.</p> <p><b>Work experience opportunities for King Edwards School</b></p> <p>The relationships established between Saxon Hill and King Edwards' students continues at Saxon Hill where King Edwards' students take part in lunchtime breaks, continuing their established friendships.</p> <p>Due to COVID these opportunities have been temporarily halted.</p>	<p>attended; however, it would be even better if we could host a sensory morning with 'sound bath' and/or sensory massage.</p> <p>This would not only support catching up and remaining part of Saxon Hill, but it would also build upon the relationships with parents and carers.</p> <p><b>Visits to new providers</b></p> <p>Wendy Arnfield will take a group to any new or previously unknown SEND social clubs, meeting with the providers and establishing a greater relationship which might be an opportunity post-Saxon Hill or during Academy holidays.</p>
<p><b>8. Personal guidance</b></p>	<p>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided that 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 for all learners but should be timed to meet individual needs.</p>	<p><b>Opportunities for Guidance meetings</b></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>The 'North Star' document is reviewed each year with all students completing this with their aspirations. The teacher talks to the student each year and asks them to identify what their dreams are and how they see themselves contributing. Teachers then incorporate these aspirations into their</p>	<p><b>Sharing of work experience achievements</b></p> <p>We will commence 'Task Analysis' programmes which records what learners have achieved during work experience and records the level of support needed. These are kept as ongoing and will become part of a leavers' pack and shared at the individual students ECHP.</p>

teaching and learning opportunities. Each year a student is asked, they have greater awareness and refine their answers and work towards something realistic and achievable. Analysing what it is about a particular role is very important here and the teacher needs to skilfully navigate towards a sensible next step and future direction for a young person whilst continually holding their North Star up ahead.

We now have a new document called 'my thoughts on Saxon Hill Academy', this is part of their documentation supports choices and EHCP's.

#### **Leaver insight to other provision**

Each year, we try to take learners where possible to visit some future provisions, visiting with several of their friends/ class group.

This enables the transition opportunities to next stages; this gives reassurance to students and a chance for their support staff to liaise with our staff regarding best care and learning support .

As a student nears their leaving date, staff and students can share what was great about the place they are moving onto.

Two students have been working on a booklet which they feel might help leavers with their thoughts and feelings.