

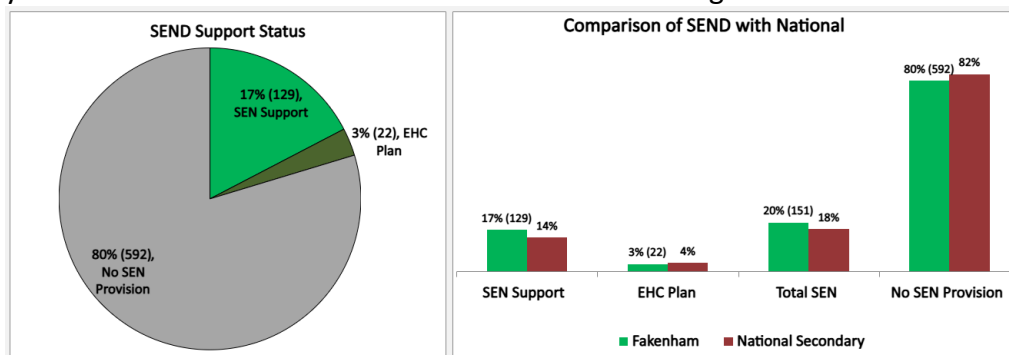
Fakenham Academy

1 Variety of Special Educational Needs that are provided for at Fakenham Academy

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, emotional and mental health difficulties
- ✓ Sensory and/or physical needs

The school currently has 20% of all students identified with SEND including 3% of students with an EHCP.



2 Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through a multi-pronged approach including:

- ✓ Information passed on from previous schools and other professionals, including health and social care, KS2 data, baseline assessments, progress data, and records of the Graduated Approach.
- ✓ Feedback from teaching staff and classroom observations.
- ✓ Referrals from parents, pupils, and staff.
- ✓ Whole school assessment systems, including standardised reading tests (with scores below 85 highlighted for investigation), progress tracking, and other in-school testing.
- ✓ In-house educational testing and strategies, such as BPVS, DASH, Pragmatics Profile, Secondary Language Link, Zones of Regulation Student Questionnaire, Bedrock (Reading), Dyslexia Gold, and intervention baselines.
- ✓ Monitoring of SEND interventions where limited impact may indicate further underlying need.
- ✓ Multi-agency meetings, including Whole Story meetings and Team Around the School (TAS) panel discussions.
- ✓ Specialist agency input, such as Educational Psychologist (EP), Speech and Language Therapist (SALT), Specialist SpLD Teacher, Occupational Therapists (OT), Teachers for the Deaf, Paediatrician referrals/NDD, CAMHS, and other external professionals. Schools and Community Team

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3c The school's approach to teaching pupils with SEND

Fakenham 15: Standard structure of lessons to support SEND students:

1. The **seating plan** means that vulnerable students sit at the front or sides to allow easy access for support and considers the possibility of peer support - particularly pairing strong readers with those that find reading difficult. The seating plan is annotated to demonstrate this, printed and available in the class folder.
2. Teachers always use **short, clear instructions** and explanations.
3. Students' **understanding of tasks is checked** - some vulnerable students are asked to repeat back instructions.
4. Tasks and activities are **carefully scaffolded** where appropriate, for example to reduce the writing pressure e.g. gap fills, matching activities.
5. **Vocabulary (listed on the Fakenham Standard Lesson) is explicitly taught** and practised during the lesson. E.g. definition of word, word used in a sentence, student practice using words verbally. This may be part of the Take 5 and / or the plenary.
6. Modelling is used: **'I do, we do, you do'** to help students understand tasks.
7. **Images** are used to support and help explain instructions, vocabulary and the knowledge being taught so that students are not totally reliant on reading well.
8. **Correct colour paper** is provided where required. Coloured overlays are provided for all students that need them.
9. **Presentation is set to off-white background** (or colour required) and a dyslexia-friendly font is used e.g. Arial/Comic SANS 12-14.
10. Presentation is printed to **provide a handout** or sent to student laptop as required.
11. It must be clear to students how long they have for a task. The **time available must be clearly displayed**, with a timer or at least clear finishing time. Teachers must give regular reminders of the time remaining.
12. Every opportunity is taken to encourage students to use talk partners and **think, pair, share** before writing things down.
13. The **'Fakenham Magnificent 7' strategic reading techniques** are explicitly used when reading.
14. Students, especially vulnerable students, are given **take-up time** when questioning.
15. Clear instructions are provided to **additional adults in the room**.

At Fakenham Academy our SEND strategy is "Every Leader a Leader of SEND, Every Teacher a Teacher of SEND".

- ✓ We offer an enhanced Year 6/7 SEND transition programme, including SENDCo visits to all feeder schools and additional, focused transition events. These give pupils the opportunity to meet our Intervention Leads, visit the Intervention Hub, attend a SEND parent meeting and pupil treasure hunt, and finally experience lunchtime at Fakenham Academy before the whole-school transition days in early July.

Provision for SEND pupils includes:

- High Quality Adaptive Teaching, with appropriate and effective "scaffolding to support" in place.
- Implementation of the 'Fakenham 15', including;
 - Careful seating plans taking into account reading scores.
 - Teachers use short, clear instructions and explanations.
 - Checking of students understanding.
 - Tasks and activities are carefully scaffolded when appropriate.
 - Vocabulary is explicitly taught and practiced during the lesson.
 - Modelling is used to help students understand tasks.
 - Images are used to support and explain instructions.
 - Coloured paper and/or overlays are provided to those that need them.
 - All presentations are on an off-white background, with a dyslexia friendly font.
 - Presentations are provided as a handout/ shared with those that use laptops.
 - Teachers are clear on the time students are given to complete tasks.
 - Students are encouraged to talk to partners and think, pair and share before writing things down.
 - Strategic reading techniques are explicitly used when reading.
 - Students are given take up time when being asked a question.
 - Clear instructions are provided to additional adults in the room.
 - Additional adult support in classrooms where appropriate to form Teaching Teams with Student Support Assistants



We offer personalised provision through time limited programmes including;

Cognition and Learning

- ✓ Literacy - Moondog - Phonics books designed for older children at the very early stages of reading.
- ✓ Dyslexia Gold – Small group literacy intervention for students requiring additional support with reading, writing, and spelling.
- ✓ Bedrock Learning is an online reading programme to support students to develop their fluency, vocabulary, and comprehension skills.
- ✓ Working Memory - support for learners with poor working memory to develop the skills and strategies required to retain and recall information.

Communication and Interaction

- ✓ Speech and Language – Narrative - Focuses on enhancing the understanding and expression of stories for students with language and communication difficulties.
- ✓ Speech and Language – Vocab - A structured scheme that focuses on new vocabulary and understanding language.
- ✓ Speech and Language - Word Aware - Is the provision of effective vocabulary development, to aid understanding and to support cognitive development.
- ✓ Speech and Language - Blank Levels - Is a structured approach to develop children's language from the 'here and now' to the 'how and why'. Promotes children's verbal reasoning and thinking skills.
- ✓ Secondary Language Link – Is a school-based assessment and intervention tool that helps identify and support students aged 11-14 who have difficulties understanding or using spoken language.
- ✓ Social Success for Teens - social skill building activities for students who have SEMH needs.
- ✓ Titan - Focused on working with CYP to have the potential to start travel independence training in the community.

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STOP A red light or stop sign means stop!
The Red Zone is used to describe extremely heightened states of alertness and intense emotions.
Behaviours: Elated, angry, rage, devastation, or terror.
Strategies: Take deep breaths, ask for a break (outside the classroom), ask for help from a teacher or SSA or use ear defenders.



GO The Green Zone is used to describe a calm state of alertness. When given a green light or in the Green Zone, one is 'good to go'.
A person may be described as happy, focused, calm, proud and ready to learn.
This is the zone where optimal learning occurs.



SLOW A yellow sign means be aware or take caution. The Yellow Zone is also used to describe a heightened state of alertness or elevated emotions.
Behaviours: Stressed, frustrated, anxious, excited, silly or nervous.
Strategies: Take deep breaths, count to 20, squeeze blu tack, ask for support, ask for a break, have a drink or use ear defenders.



REST AREA The Blue Zone can be compared to the rest area signs. The Blue Zone is used to describe low states of alertness and feeling down.
Behaviours: Sad, tired, sick, or bored.
Strategies: Talk to someone, ask for help, stretch, take a brain break, stand up/move, take a walk, draw a picture or dance to music.



The Nest – A quiet safe space



Social, Emotional and Mental Health

- ✓ Meet and greet at the start of the day and/or decompression at the end of the day.
- ✓ Zones of Regulation - The Zones is a systematic, cognitive-behavioural approach used to teach pupils how to regulate their feelings, energy and sensory needs to meet the demands of the situations around them and be successful socially.
- ✓ Block Based (Lego Therapy) - Social, communication and interaction-based play therapy.
- ✓ 'Lunch Club' - A quiet safe space for students to access during social time if they are feeling overwhelmed or dysregulated. There are several activities available for students to engage with.
- ✓ 'The Nest' - A quiet safe space for students to access during lesson time if they are feeling overwhelmed or dysregulated.
- ✓ EP Youth - Youth workers who specialise working with students with Social, Emotional and Mental Health. These are short term or long-term placements.
- ✓ Garden Project - Hands on social, emotional, and mental health intervention based around creating and maintaining a sensory garden.
- ✓ Talk About for Teens - provides social and relationship skills groups for older children and young adults with social, emotional, or behavioural difficulties.
- ✓ Alternative Provision - Specialist off-site provision for students with marked emotional and behavioural difficulties, or for those with a particular aptitude for a vocational area with short- and long-term placements.

Sensory and/or Physical

- ✓ Sensory Circuits - Active, physical, and fun activities to facilitate sensory processing to help CYP regulate their emotions.
 - ✓ Handwriting – To help students improve their writing speed, legibility, and fluency.
- Alternative Provision is used minimally, is short term and only in exceptional circumstance.
 - The sourcing of additional specialist support via external agencies.

3a Evaluating the effectiveness of the provision made for pupils with SEND

- Impact tracking is completed at least termly and adaptations to provision made considering the findings.
- SEND Parent Voice Survey
- SEND Pupil Voice Survey
- Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning
- Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly.
- Specialist External Support is provided via the Trust Education Team
- SEND is a priority for all Quality Assurance undertaken by the School Senior Leadership Team
- SEND information Report posted on website.
- Close collaboration within school-based Whole Story Meeting system/ Senior Leadership Team Meetings.

3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review



We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.

- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.
- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.
- Do: the plan is put in place as agreed.
- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.

These arrangements include:

- Data tracking for pupil progress
- Pupil progress meetings between class teacher, SLT and SENDCO
- SEND Support plan and EHC Plan reviews.
- Individual, Student Support Plans for all learners with SEND
- Observations and follow-up
- Parent/Carer meetings
- Pupil Voice

Student Support Plan			
Student Name:	Year: 7	SEN Support	Date of Plan: Autumn 2024
SEND Needs (including any diagnosis where applicable): Primary: Cognition and Learning (Dyslexia)			
Strengths & Aspirations: I love riding my scooter around town and at the skate park.			
Strategies to Support:			
✓ Followown 15 strategies ✓ Help children organise their written work by using writing frames. ✓ Enable recording using alternatives to writing: Clicker, PPT, poster, orally, mind maps, labelled pictures/diagrams/maps/flow charts, sorting statements or pictures into categories. ✓ Break learning activities down into small new steps, are clearly focused and building on prior learning. Simplify, differentiate, or abbreviate class tasks. ✓ Allow extra time to complete a task. ✓ Give sufficient thinking time (10-second rule). ✓ Ask the student to repeat instructions to clarify understanding. ✓ Ensure repetition and reinforcement within a variety of contexts. ✓ Praise every effort and successful achievement.			
What am I working towards? What does success look like for me? SMART TARGETS			
1. Attend Dyslexia Gold regularly	2. Follow classroom rules and routines with minimal reminders, reducing incidents of disruptive behaviour by 50% over the term.	3. Read and comprehend a short passage, summarizing key points or answering questions, once a week. (Reading Plan)	
SMART TARGETS Review RAG (Little progress made Some progress made Achieved)			
1. Attend Dyslexia Gold regularly	2. Follow classroom rules and routines with minimal reminders, reducing incidents of disruptive behaviour by 50% over the term.	3. Read and comprehend a short passage, summarizing key points or answering questions, once a week. (Reading Plan)	
PARENT VIEWS			Signed/Date:
STUDENT VIEWS I often get annoyed in class and that is when my behaviour changes. I need a break sometimes to stop myself getting annoyed. I don't feel I need more help and support in class. I would like a Next card or a time out card.			Signed/Date: Autumn 24
ANY OTHER INFORMATION			

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3d How adaptations are made to the curriculum and the learning environment of pupils with SEND



The curriculum/learning opportunities may be adapted by:

- ✓ Application of EEF High Quality Adaptive Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies
- ✓ Appropriate choices of texts and topics to suit the learner.
- ✓ Access Arrangements for tests and other examinations
- ✓ Additional adult support
- ✓ Use of technology including reader pens, personalised laptops, ExamWritePad
- ✓ Allocation and adaptation of room use.

Further Examples are:

- ✓ Clear and consistent classroom routines.
- ✓ Visual aids, checklists, timers, and manipulatives.
- ✓ Graphic organisers, mind maps, spider diagrams.
- ✓ Writing frames, sentence starters.
- ✓ Reading text/instructions aloud.
- ✓ Pre-teaching vocabulary.
- ✓ Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learners' needs. This could take the form of:

- ✓ Use of larger font size.
- ✓ Specific equipment, e.g., wobble cushion, writing slope.
- ✓ Assistive technology e.g., 'Robyn' AI Teaching Assistant
- ✓ Rest breaks / movement breaks.
- ✓ Support from a teaching assistant as a scribe / note-taker.
- ✓ 1:1 support.
- ✓ Reasonable adjustments to rewards and sanctions issued in the context of the learners' special educational needs.

The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.

3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • An anti-bullying policy that is supported by Pastoral, Progress Leaders and Head of Key Stage • Dedicated Pastoral staff who are on call throughout the school day who provide programmes such as self-esteem building, anger management. • Targeted support for individual pupils via Zones of Regulation, EP Youth and the Garden Project. • Student Council • Pupil Voice
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor	Gavin Green – Headteacher Headteacher’s email – g.green@fakenhamacademy.org Kerry Woodrow - SENDCO SENDCO’s email – k.woodrow@fakenhamacademy.org Rachel Hill – SEND Liaison Officer Contact Email: send@fakenhamacademy.org Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone Number: 01328 851039   Gavin Green Kerry Woodrow
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	An audit of staff expertise in SEND is undertaken annually – training undertaken in the last 12 months and planned for 2026-2027 • The SENDCO holds the National Award for SEN Coordination (NASENCO). • SENDCO CPD - Norfolk Step On - Steps Lead Professional, Norfolk SENDCO Now • Rachel Hill is undertaking the Level 5 Assistant SENDCo Qualification • Trust CPD for Support staff – Success in SEND, using 1-page profiles effectively, Zones of Regulation, Understanding SEND Funding, Supporting pupils with ASD/girls masking, Anxiety based school avoidance, TA Standards, Intervention Logs and baselines, reflective practice.

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	• Trust CPD for Teaching Assistants – Scaffolding, Questioning, Chunking, Modelling, Working as a Team, Sensory Circuits, • Termly Trust SEND Strategy Days for SENDCos led by the Director of Inclusive Learning • Whole staff training on the 'Fakenham 15' – strategies for vulnerable students including High Quality Teaching Strategies to support pupils with SEND • Steplab is used as a teaching and coaching development tool for all staff. • Whole staff training on Access Arrangements • Specialist expertise engaged from external services – Inclusion & SEND team, School and Community Team, Family Hubs, Dyslexia Outreach • Individual Student Support Assistant training in ACES (Adverse Childhood Experiences), Understanding ADHD, Supporting Vocabulary, Hoist & Standing Frame, Mangar Elk, Reading, Access Arrangement, SLCN. • Sapientia Education Trust CPD Programme 2026-27
6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including Health Services • Just One Number – 0300 300 0123 • National and Local Charities • Volunteers • CADS • East Norfolk Hub • Home Start • Early Help & Family Support (Norfolk County Council) • Schools and Community Team • SENDIASS • Additional specialist SEND agencies as listed above 
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their review. • Telephone Landline and Mobile • Text • Email / online

	• School Comms • Parent View • Parents Evenings • SEND Cafe • Pastoral, Progress Leaders and Head of Key Stage communications and meetings • SENDCo & SEND Team direct contact • Face-to-face meetings • Annual Parent Survey • Online Teams meetings • Virtual training sessions • Annual Reviews for EHC Plans
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the regular review of their SEND support plan as well as through: • Pupil Voice • Student Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pastoral, Progress Leaders and Head of Key Stage • Online Teams meetings with parental supervision
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website. Complaints - Fakenham Academy
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Fakenham Academy.

from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g., Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership - Telephone: 01603 704070 or email: sendpartnership.ias@norfolk.gov.uk Norfolk SENDIASS – Telephone: 01603 704070 or email: norfolksendiass@norfolk.gov.uk Norfolk County Council SEND Services - Telephone: 03448 008020 or email: send@norfolk.gov.uk 
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Secondary/Post 16 Transfer Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is shared in a timely manner • Contact and handover of information and strategies to and from receiving schools • Extensive Transition programmes for students with SEND over Summer Term, including extra transition days and parent meetings • Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers and futures learning
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer 