

# New Parents' Welcome Evening

Tuesday 1st July 2025



FAKENHAM  
ACADEMY





# Welcome and Introduction

## Mr G. Green

## Headteacher



The school has introduced consistent and clear expectations for **high-quality teaching**.

These are well understood. For example, lessons have consistent structures. This helps pupils with special education needs and/or disabilities (SEND) to produce high-quality work because they know what to expect.

**Pupils behave and attend well.** They follow the school's clearly defined expectations. The school provides extensive support for any wider issues that pupils have. For example, those who need it get support to manage their emotions in 'The Nest'. All of this contributes to the calm and focused atmosphere at the school.

**Staff have high expectations for pupils' achievement.** Pupils appreciate how staff get to know them and make changes to lessons to suit their individual needs.



October 2024

The trust has taken effective action to raise standards. This includes improving the site, facilities and quality of teaching.

This has been done in a way that has maintained **strong relationships** and has taken staff, pupils and parents, as well as with the school and trust. The school has successfully established a **caring culture**. This culture has enabled staff to feel positive about how the school considers workload and well-being in all that it does.

Pupils are very well prepared for **life beyond school**. The school provides an **extensive range of wider opportunities** that help pupils to develop their character. For example, pupils take part in community events. The school offers clubs to suit almost every interest and a wealth of sporting fixtures.

New starters quickly settle in and make friends, as the **school is a pleasant place** to be. Pupils feel a **real sense of community**. As students put it, 'The school is small enough to care but big enough to do things.'



## **Achievement & Results**

### **Keystage 4**

Strong results compared to  
other schools in the area

### **Sixth Form**

5<sup>th</sup> best Sixth Form in  
Norfolk in terms of Progress

## **Attendance**

Attendance above national  
expectations

## **Behaviour**

Calm and productive  
behaviour environment.  
Students enjoy & are safe in  
school.

## **Trips & Clubs**

This is reflected in the  
wealth of trips and  
community events the  
school engages with  
(Ofsted 2024)



# Meet the Team - Senior Leadership Team



Mr G. Green  
Headteacher



Mr K. Marshall -Smith  
Deputy Headteacher  
Quality of Education



Miss M. Heeley  
Assistant Headteacher  
Attendance & Keystage 3  
Achievement



Mr S. Gray  
Assistant Headteacher  
Safeguarding & Personal  
Development



Mrs L. Marshall - Smith  
Assistant Headteacher  
Head of Sixth Form &  
Teacher Development



Miss K. Woodrow  
Assistant Headteacher  
Inclusion & SEND



# Senior Leadership Team



Mrs S. Hirst  
Associate Assistant Headteacher  
Community Engagement



Mrs V. Dewson  
Associate Assistant Headteacher  
Achievement Key Stage 4



Mrs C. Lane  
Senior Executive  
Supportive Manager



Mrs N. Daultrey  
PA to Headteacher



# SENDCo - Miss K. Woodrow



We have been in communication with all the primary schools regarding information about the students on the SEND register.

If you would like to arrange a further transition conversation with our SENDCo please contact Miss Woodrow using the slip in your pack.



# Year 7 Pastoral Team



**Headteacher -**

Mr G. Green

Senior Leader



**Progress Leader -**

Mrs S Scoles

Head of Year



**Student Support Leader -**

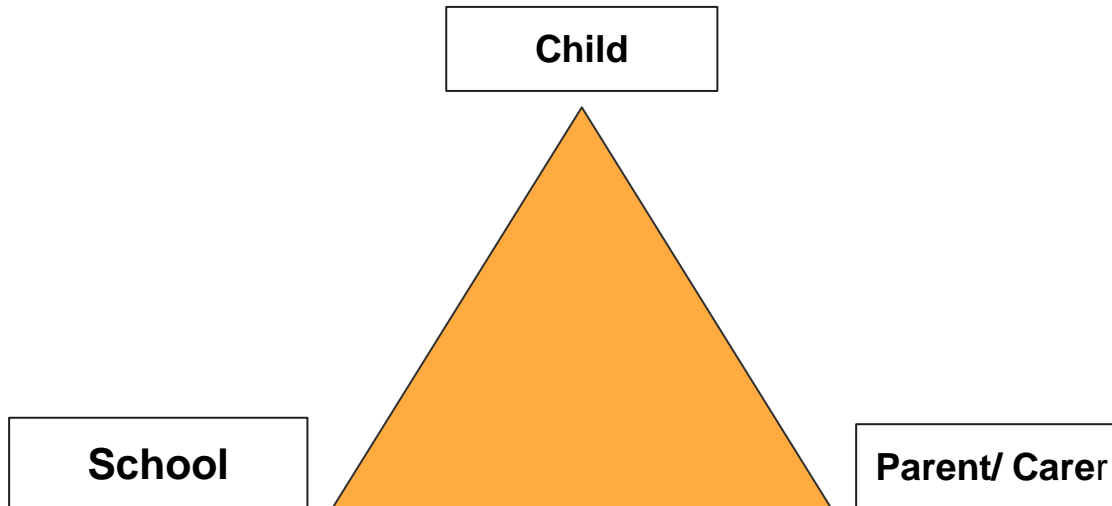
Mrs L Sexton

Non-Teaching  
Support



# Our school

1. Working together as a team
2. Pastoral/ Welfare support
3. High expectations for behaviour
4. Excellent teaching
5. Opportunities for extra curricular
6. Developing the whole child





# Our School Values



Headteacher: Mr G Green

## OUR VALUES



- Kind
- Ambitious
- Determined

Child

School

Parent/  
Carer



## Some of the things we have achieved

New Astro and significant changes to improve our building

New computers in all areas

More extra curricular Sport, Drama, Music

More trips including Spain, Iceland

Created community links with lots of different business and clubs e.g. Fakeham Town Football Club, Triple

Threat performing arts group

Christmas Events and celebrations

New courses in year 9 and Sixth Form

Careers events

Increased pastoral and well-being support

Approximately 2 million pound investment in our school this year





# School Day

**Start 8:40** each day (Students must be at school at least 5 minutes before) -Gate opens at 8:15

All pupils will start with a tutor time session

5 lessons

Split lunchtimes

Finish at 3:20



# Teaching and Learning

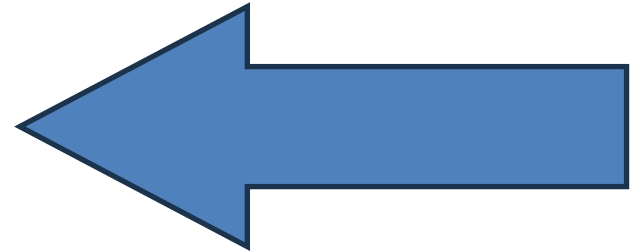
## Ready to Learn

**Mr Marshall-Smith**  
**Deputy Headteacher**



# How to be Successful

- **Determined**



- **Ambitious**



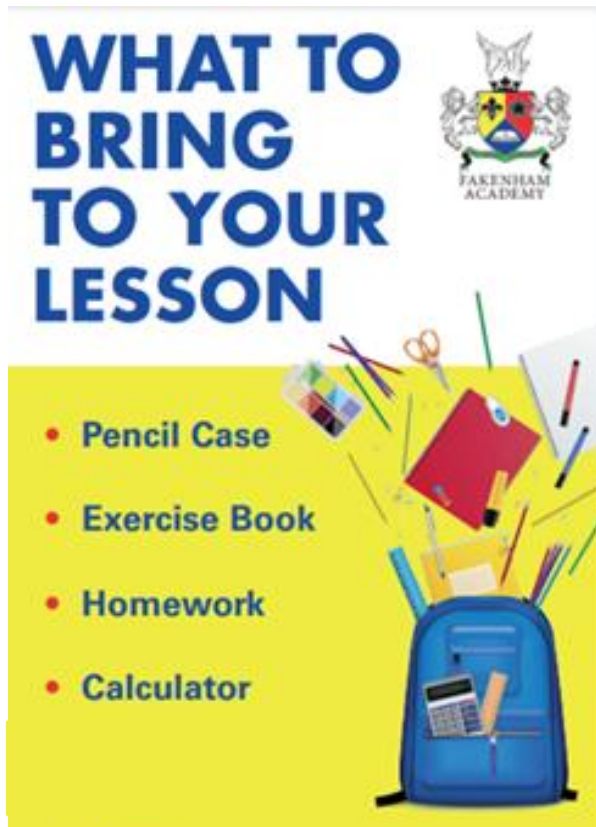
# The research says a few consistent things.

- Have goals and targets
- Discipline & Consistency
- Work at it and plan every day
- Don't confuse **“doing a lot more”** With **“Getting a lot more done – Work Smartly not just a lot.**





# Ready to Learn



Pencil Case

Books / PE Kit for the day

Homework

Calculator

## Standards (equipment)

Writing pen x2 Black

R and R pen Green

Pencils

Ruler

Scientific calculator



# Expectations

## **Entry into the classroom:**

Orderly manner

pencil case, equipment and planner.

## **Take 5:**

Engaging activity (mind set and review previous learning).

## **Learning objective:**

What they will be learning (not doing) in the lesson



# Expectations

## **Appropriate pace:**

Clear about the time needed for a task.  
Produce a good amount of quality work.

## **Supporting literacy:**

Key words

Proof read and improve your work.

## **Summary**

Reinforces learning

## **Dismissal:**

Orderly



# Homework

There is an App called **ClassCharts** that you will be given a code for in September that will keep you up to date with all the homework, merits and negatives.  
This is where you will report and explain absences.



**School Gateway**  
Messaging and payments

Schoolgateway

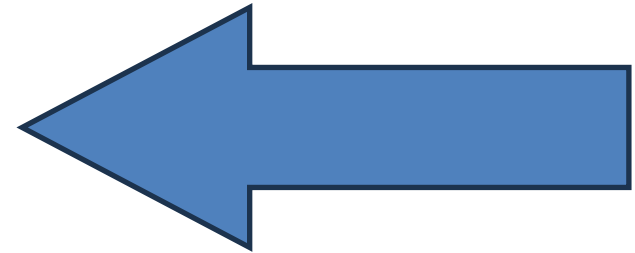




# How to be Successful

- **Determined**

- **Ambitious**





# All of the following attended Fakenham Academy and sixth form.





# Achievement & Progress



# Keeping you informed

**Pathway to Success** – Thursday 4th September 5.30 pm to 6.30pm

**Residential meeting evening** – Thursday 10<sup>th</sup> October 5pm to 6pm

**PGL Residential** - Friday 24th October 2025. (Weekend)

Subject reports **each term** on Attitude to Learning and Progress.

Full report at the end of the year.



# Reports

Subject	Target %	Current average %	Current Progress	Attitude to learning	Comment and curricular targets
Art	90	90	On Target	1	n/a
Computing	90	60	Below Target	1	n/a
Drama	90	75	On Target	1	n/a
English	90	74	On Target	1	n/a
Geography	90	78	On Target	1	n/a
History	90	74	On Target	1	n/a
Mathematics	90	85	On Target	1	n/a
Music	90	60	Below Target	1	n/a
Physical Education	n/a	3	n/a	1	n/a
Science	90	82	On Target	1	n/a
Spanish	90	95	On Target	2	n/a
Tec	90	79	On Target	1	n/a

## Report Key

Target %	Aspirational Target generated based on the prior attainment of the student, usually at primary school.
Attitude to learning	<p>1 - Learners show resilience and rarely, if ever give up on a task.</p> <p>2- Attitude which meets the expectations of all learners, showing resilience in most situations and persevering most of the time.</p> <p>3 - Learners lack resilience in many situations and sometimes give up too easily.</p> <p>4 - Learners attitude falls significantly below expectations, lacking resilience and giving up often. Learners are disruptive to the learning of others.</p>

## Target Indicators

Well Below Target
  Below Target (2)
  On Target (9)
  Above target

## Session Attendance Information

Percentage attendance:	99.17%
Attendance:	240
Authorised absences:	2
Unauthorised absences:	0
Possible sessions:	242





Subject	Target %	Current average %	Current Progress	Actual	Attitude to learning	Comment and curricular targets
Art	90 (90%)	93	On Target	n/a	1.00	[REDACTED] has good drawing skills and has worked hard throughout the year, developing her understanding of a range of skills and techniques. She needs to continue to practice her skills at home.
Computing	90 (90%)	60	Below Target	n/a	1.00	Works well and tries hard in Computing. Makes good contributions to the class, demonstrating good knowledge.
Drama	90 (90%)	75	On Target	n/a	1.00	[REDACTED] an extremely hard working student in Drama and a pleasure to teach. She is courteous to others and makes a sincere effort to learn. Throughout this year she has completed her book work to a high standard and always creates gold level final performances. She has been given top marks for every scheme of work completed in Drama and it is clear she has a flare for the Arts. I would highly recommend Drama as subject that is taken in her future Fakenham career. [REDACTED] has also been putting in the extra effort by coming to the Drama club and has started writing the script for the next pantomime and creating the dance routines.
English	90 (90%)	74	On Target	n/a	1.00	[REDACTED] a brilliant student and it is a joy to teach her. She has a strong understanding of key concepts and contextual information which enhances her analytical skills. [REDACTED] needs to continue to develop her core knowledge through reading challenging materials.
Geography	90 (90%)	78	On Target	n/a	1.00	[REDACTED] work ethic and attitude is exemplary. She strives to achieve her full potential every lesson and shows a secure knowledge and understanding of the topics we have studied in geography this year. She is willing to improve her work whenever possible and will ask insightful questions to deepen her knowledge and understanding. Well done
History	90 (90%)	74	On Target	n/a	1.00	[REDACTED] has shown an excellent attitude to learning and frequently is involved in class discussion. [REDACTED] also follows class expectations and is ready to answer questions if either herself or the class is called upon. Her recent assessment shows that she has developed good reasoning skills which help develop her points in historical writing. As we move into year 8, [REDACTED] must ensure that she continues to focus on developing her historical writing skills. This includes reasoning, establishing links, and challenging different points in an argument.



# Standards of Behaviour





**TIES**



**BLAZER**



**V-NECK  
JUMPER**





Appropriate school uniform does NOT include the following:

Fakenham Academy students will be exceptionally smart





## Shoes



### Additional Information

- Shoes must plain black with the ability to be polished (Leather) – Completely black
- No coloured logos or edging
- No boots



# Mobile Phones and Headphones





# Classroom Expectations

Level	Consequence
<b>C1</b>	Warning
<b>C2</b>	Logical Consequence
<b>C3</b>	Detention (Lunch 15 Minutes)
<b>C3</b>	Withdrawn (Afterschool 30 Minutes)
<b>C4</b>	SLT/Pastoral Team Consequence



# Social Times Expectations

- Safe, relaxing and stress-free environment
  - Designated areas
  - Respecting our environment
- Values and Community



C3 - Social  
Time Not  
meeting  
expectation



C2 - Eating or  
drinking in  
the wrong  
place



C2 - Dropping  
litter



# Personal Development



**Be kind to each other**

**Be ambitious to achieve  
your targets**

**Be determined in all you do**



## REWARDS SYSTEM

	Kindness	Ambition	Determination
<b>How</b>	<ul style="list-style-type: none"> <li>• Helping someone</li> <li>• Caring for the environment</li> <li>• Charity Work</li> <li>• Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• Ready to Learn</li> <li>• Excellent Work (&gt;target)</li> <li>• School Club</li> <li>• School Trip</li> <li>• Leadership/Student Voice</li> <li>• Representing School</li> <li>• Representing Local Team</li> </ul>	<ul style="list-style-type: none"> <li>• Working hard</li> <li>• On time all week</li> <li>• Overcoming difficult situation</li> <li>• Not giving up</li> </ul>
<b>Initial Reward Point</b>	Verbal Praise Merit on Class Charts		
<b>Significantly above expectations OR Demonstrating a School Value over time</b>	Verbal Praise Positive Note Merit on Class Charts Positive Note written and sent to parents over email.		
<b>Accumulating Lots of Merits</b>	When a student accumulates lots of merits they will gain one of three things: <ol style="list-style-type: none"> <li>1. Recognition in termly rewards assemblies by getting a certificate, a letter home and a place on a Rewards Event.</li> <li>2. Reaching the threshold for merits for one of the Values which will gain the student a certificate, a positive letter home, a badge and a place on a rewards trip.</li> <li>3. Reaching all three thresholds in all three Values will mean getting a certificate, a letter home, a platinum badge, and a place on Rewards Event.</li> </ol>		

***Fakenham Academy will celebrate and reward willingness to be  
Kind, Ambitious and Determined***





20

-1

Demo Pupil

Positive

Negative

Ambition

Determinati...

Kindness

The Nest

Tuesday 27 June

+1

Demo Pupil (Demo Group)

Representing the School awarded by Mr T Collishaw.

+1

Demo Pupil (Demo Group)

Ready to Learn awarded by Mr T Collishaw.

+1

Demo Pupil (Demo Group)

Attending a School Trip awarded by Mr T Collishaw.

+1

Demo Pupil (Demo Group)

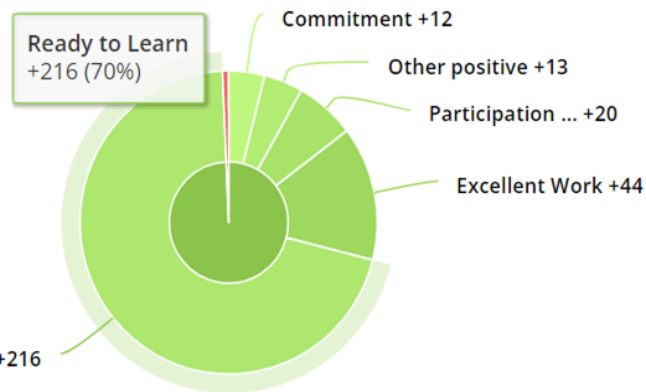
Helping another person awarded by Mr T Collishaw.

Helped student when they were upset.

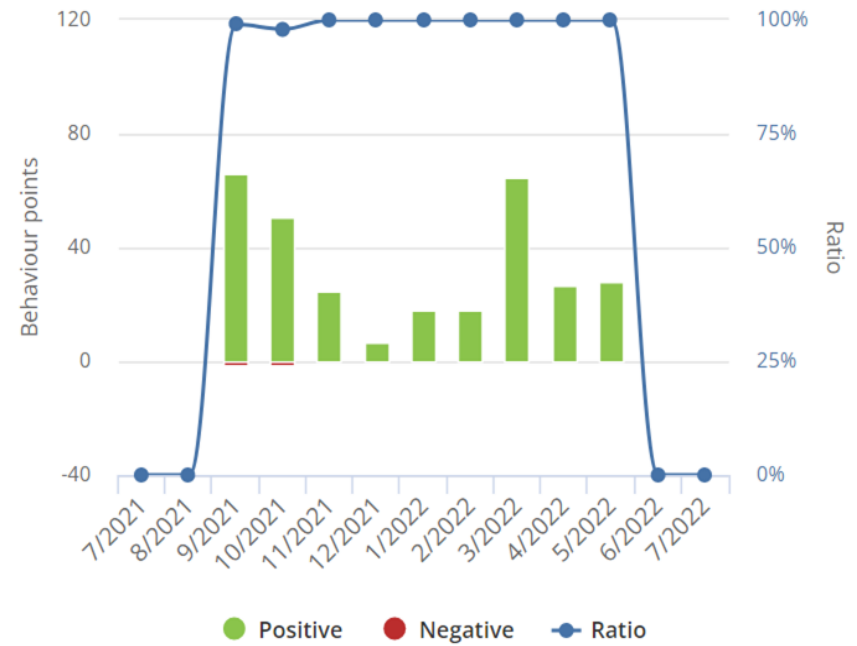


# Class Charts

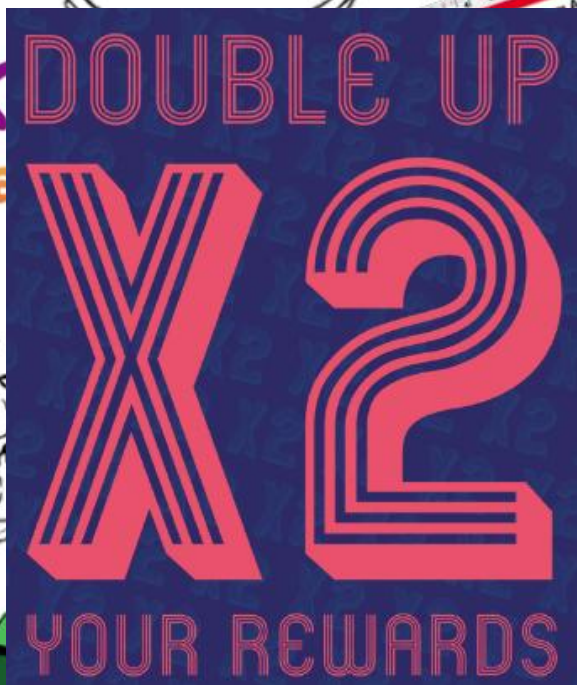
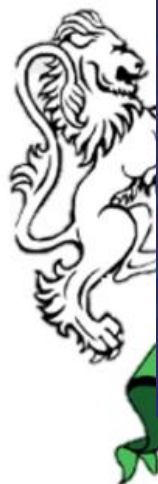
Behaviour score breakdown



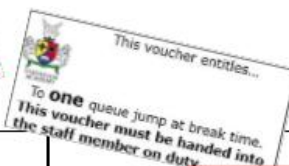
Monthly Behaviour Breakdown







# Reward Store



Points	Reward
50	
100	Queue jump
150	Pen or ruler
200	AND ruler
350	Chain
450	Bag
550	Pen
650	Water bottle
750	Folder
850	Voucher
950	£20 Amazon Voucher









- 
- Fakenham Academy



Fakenham Academy

- Student Leadership
- PSHE Drop Down Day



 <b>Brockton</b>		 <b>CLUBS</b>	
Headteacher: Mr & Green			
Activity	Teacher	Teacher	Teacher
Chess Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Cricket Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Football Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Golf Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Handball Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Netball Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Rugby Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Tennis Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Volleyball Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Water Polo Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Wrestling Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Yoga Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave
Zumba Club	Mr. Hargrave	Mr. Hargrave	Mr. Hargrave







- Musical productions

Numerous successful sports team

- Careers Fair

- Work Experience







- International Trips
- Inspirational guest speakers
- Personal development
  - Tutor Challenge
- Community





# **Attendance**

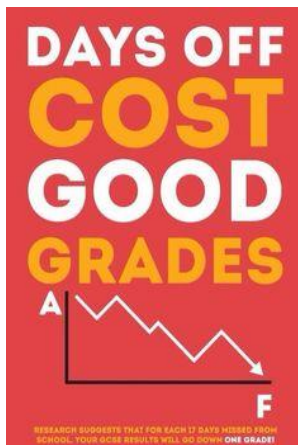
## **Miss M. Heeley**

### **Assistant Headteacher**



# Attendance and Attainment

Research shows that attendance **above 96%** results in students achieving well. Students who attend school all most every day (0-5% absence) are twice as likely to achieve a grade 5 in English and Maths, than those who miss a day a fortnight (5-10% absence).



**Attendance is an important part of what we do to safeguard our students.**

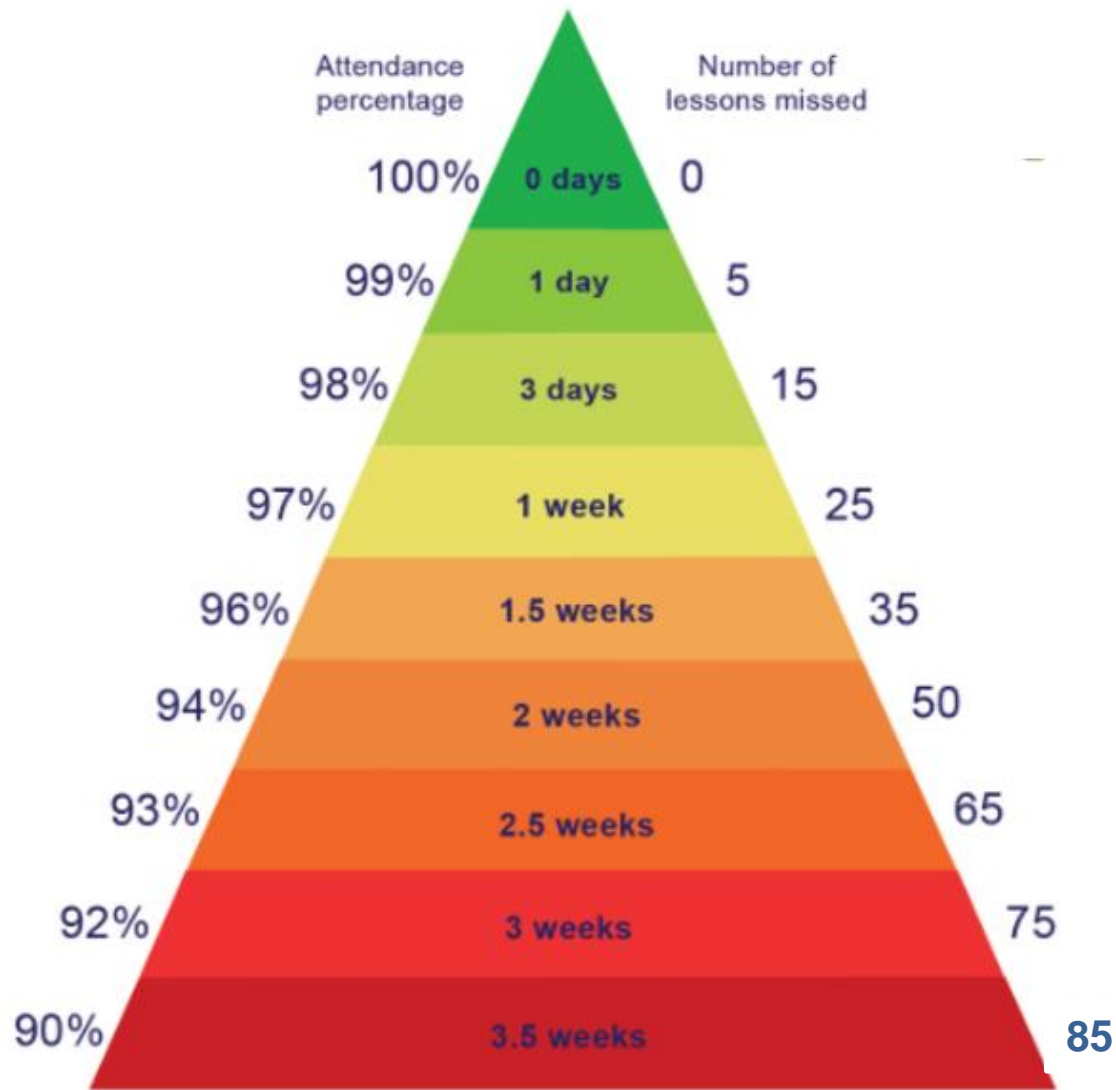
**We have several strategies to aid attendance:**

- First day contact with parents
- Email and phone calls (where appropriate)
- Support First Attendance Interventions
- Attendance Contracts
- Golden 5 interventions in form
- Attendance Streaks (new for September)
- Rapid Response Team (new for September)

**SUPPORTING ATTENDANCE IS A PRIORITY!**



# Attendance Impact





# Attendance Streaks

We will now be building in a new attendance initiative: Attendance Streaks!

Every day that a student attends increases their attendance streak.

The larger the streak, the bigger the reward.

Example of rewards could be:  
sweet treat from the canteen,  
queue jump, gift voucher,  
Fakenham stationary, school trip.





# Reporting An Absence

From September, we will be moving to ClassCharts to receive attendance communication. This will mean that when you report a student absence, it will be much easier and quicker for you. It will also mean that things will be in one place!

More information to follow in September.

## 5 Golden Rules

- Be clear and concise when stating the nature of illness/reason for absence.
- Make sure to inform us before 8:30am.
- Make sure to communicate with us every day of absence.
- Be mindful of minor illnesses- do they need a whole day?
- If there is anything we can do to support, then please contact us!

## WORKING TOGETHER

Parent and Carer support is crucial in ensuring your students achieve in education. At Fakenham Academy, we work closely with families to support them to achieve the best possible outcomes for their children; this includes helping in improving students' attendance and punctuality.

**HOW TO HELP YOUR CHILD ACHIEVE THEIR POTENTIAL**

- Ensure your child attends school every day and on time.
- Contact the school by 8.30am to report an absence, please make sure this reason given is clear and precise.
- Use Class Charts to keep us informed of your child's attendance and to receive important messages.
- Make sure your child returns to school as soon as they are able to - this can be on the same day.
- Have everything ready the night before to avoid delays in the morning.
- Have good bedtime and morning routines with set times for going to bed and waking up.
- Try to make dental and/or medical appointments outside of school time.
- Take family holidays during the school holidays. We are unable to authorise term time holidays and will follow the sanction process from County. A holiday request form is available in student reception/attendance office.

## ATTEND TODAY ACHIEVE TOMORROW

**100% ATTENDANCE—EXCELLENT!**

**99-97% ATTENDANCE—VERY GOOD!**  
Students who have over 95% attendance are more likely to gain 5 or more 9-4 grade GCSEs or equivalent.

**96-91% ATTENDANCE—WE'RE CONCERNED**  
95% attendance at the end of the year means that the student missed two weeks of school.

**89% ATTENDANCE AND BELOW—PERSISTENT ABSENCE**  
Students with attendance below 90% are unlikely to gain 5 9-4 grade GCSEs. Students who fall into this category will be considered for legal intervention by the Academy and the Local Authority.

## REPORTING AN ABSENCE

All reasons for absence should be sent before 8.30am. This can be done via Class Charts.

Here is a helpful link which can guide you through the process: <https://www.youtube.com/watch?v=FrBZ6YgwF2g>

When giving a reason for absence please make sure that you clearly state the nature of the illness.

We do have provision in school to support minor illnesses such as headaches, period pains and stomach aches. If you would like more information on this please do not hesitate to contact us using the information over leaf.

## Attendance Ladder

How close is your child to 100%?

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned



# Your Child's Journey Transition

Mr Green, Headteacher  
and  
Mrs Scoles, Progress Leader



# Your Child's Journey

- Primary School Visits (Now completed)
- Transition Days (Mon 7th - Wed 9th July)
- BBQ (Wednesday 9th July) - 3:30pm
- Start in Year 7 - Thursday 4<sup>th</sup> September (8:45am)
- First half term - PGL Team Building weekend



# Transition Days

## **Monday 7th July 2025 - P.E. Kit (Race for Life Charity Day)**

- Arrive for 9:00am - You will be meet by staff and taken to the main hall
- Pencil case
- Water Bottle and snacks
- Packed lunch
- Not to drive in to the car park
- Leave at 3:00pm

## **Tuesday 8th July 2025 - Primary School Uniform**

- Arrive for 9:00am - You will be meet by staff and taken to the main hall
- Pencil case
- Water Bottle and snacks
- Packed lunch/money to buy lunch
- Leave at 3:00pm

## **Wednesday 9th July 2025 – Primary School Uniform**

- Arrive at 9:00am - You will be meet by staff and taken to the main hall
- Pencil case
- Drinks and snacks
- Packed lunch/money to buy lunch
- BBQ starts at 3:30pm



# Bus Routes

1. Pupils on transition days will be able to get on the school bus. The bus companies are aware of the transition days.
2. In preparation for September we have included school bus routes in your information packs tonight. If you have any further questions please get in contact with us.





# Top Tips



1. Chat about how they are feeling and how it will be different from primary- for instance bigger site, new people, changing teachers and rooms for subjects, more homework.



# Top Tips



2. Reassure them that nerves about starting something new are normal, as is some sadness at leaving familiar things, and that these feelings usually get easier with time.



# Top Tips



3. Be careful not to impose your own worries, instead try and focus on exciting opportunities- new subjects, activities and friends.



# Top Tips



4. Celebrate the milestones of finishing primary school, and all the ways they have grown. This can help boost their self-esteem and confidence.



# Questions and staying in contact

If you would like to ask a question please come and see the staff at the front of the room. We will wait around to make sure all your questions are answered.

If you have any questions after this evening, please contact us at the dedicated email address for transition below:

[Transition@fakenhamacademy.org](mailto:Transition@fakenhamacademy.org)

Information and updates added to the school website on the transition page



# Upcoming Events – You and your children are invited to attend



Summer Music Concert  
Wednesday 9<sup>th</sup> July





# Fakenham Academy SEND Transition

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Friday, 04 July 2025



All of the following information can be found in this handout which you have been provided with tonight!



## Fakenham Academy SEND Support



We are proud to offer a range of interventions and classroom support to help all students succeed, including those with special educational needs and disabilities (SEND). Below are some of the key areas of support we offer:

### Learning

We provide support to help students with their reading, writing, memory, and math skills.



**Moon Dog Reading:** Phonics books designed for older children at early reading stages.

**Dyslexia Gold:** Small group sessions to help students improve reading, writing, and spelling.

**Reading Plus:** An online program to build reading fluency, vocabulary, and understanding.

**Catch-Up Numeracy:** Help to fill in gaps in students' math knowledge.

**Working Memory Support:** Strategies to help students remember and recall information better.

### Communication and Interaction

We support students who have difficulty with speech and communication.

**Speech and Language – Narrative:** Helps students understand and tell stories.

**Speech and Language – Vocab:** Focuses on learning new words and understanding language.

**Speech and Language – Word Aware:** Teaches effective ways to learn and use vocabulary.

**Speech and Language – Blank Levels:** Develops students' language and thinking skills through structured conversation.

**Social Success for Teens:** Activities to help students with social skills.

**Titan Program:** Prepares students for independent travel and community activities.





# The SEND Team

- ✓ Kerry Woodrow – SENDCo
- ✓ Rachel Hill – SEND Admin
- ✓ Rachel Stout – Targeted Intervention Lead (C&L, S&P)
- ✓ Jess Tuddenham – Targeted Intervention Lead (SEMH, C&I)
- ✓ Rebecca Studd - SSA
- ✓ Ciara Haughey - SSA
- ✓ Maddie Boyle - SSA
- ✓ Leonie Reeve - SSA
- ✓ Imogen Luker - SSA
- ✓ Conor Davis - SSA
- ✓ Becca Gardener – SALT (Speech and Language Therapist)

We continue to grow as a team so we can meet the needs of your children



# Who should I contact?

- **Form Tutor:** All matters relating to the school day
- **Subject Teachers:** For matters relating to questions about homework or subject specific questions.
- **Pastoral Team:** Issues around uniform any anything that is causing worry
- **SSA Key Worker/SEND Admin:** Matters specifically relating to SEND support, day to day information sharing and student profiles.
- **SENDCo/SEND Admin:** Annual Reviews, external agencies, formal reports and diagnoses

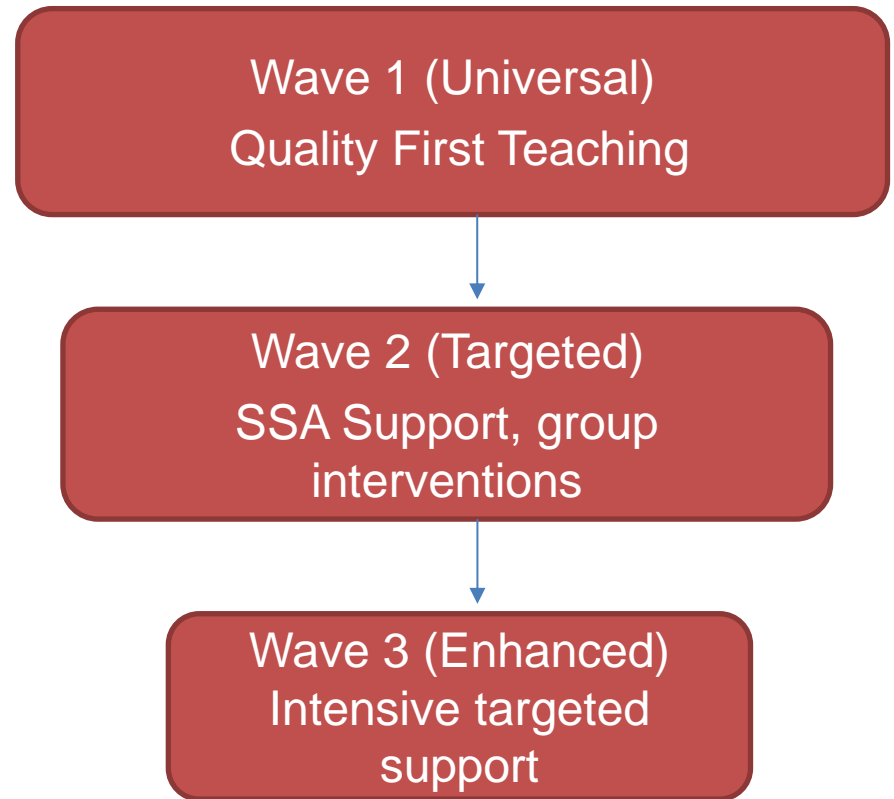


# Levels of support

Students on the SEND register receive support that is different from and additional to that of their peers.

The SEND register is a fluid document

Teachers are responsible for the progress of all students including those with SEND.





# Levels of support

## Wave 1 (Universal) Quality First Teaching

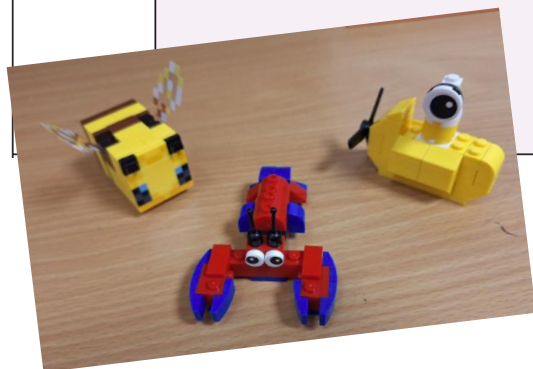
	Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory	Other
Universal	Pastoral support (form tutor, Progress Leaders, Pastoral Support Team) S2S Referral Whole school training Seating plans Assemblies Tutor time programme Student leader Student receptionist Prefect	Standard lesson format 20 minutes strategic reading programme. How to revise drop down sessions Moving forward week "Brain Breaks" Fakenham 15 expectation Reading Plus programme. Just One Norfolk access. CATs Testing (reading scores) Dyslexia Gold Screener Access Arrangement Testing Whole school training SNAP-Maths Screener SNAP-SpLD Screener Homework Club Seating plans Moving forward weeks Study tips on website Assemblies Visual support Seneca Doctor Frost Tutor time programme	Pastoral support (form tutor, Progress Leaders, Pastoral Support Team) Learning for Life lessons "Brain Breaks" Alternative venues for exams and test Timeout passes for anxiety Fidgets Student liaison offer support Whole school training Boxall profile SNAP-B Screener S2S Referral Zones of regulation whole school Seating plans Assemblies Tutor time programme Garden project - Papillion	Standard lesson format Fidgets Ramps and other accessibility adaptations Whole school training Ear defenders Seating plans	Extra Curricular - Sport/creative arts/textiles/drama/music/ Curriculum enhancement week Sports Day Super Saturdays Half term School Easter School Uni Frog




# Levels of support

## Wave 2 (Targeted) SSA Support, group interventions


<p>Targeted</p> <p>Lego therapy intervention SALT Referral / report Lunch club Social skills intervention School and Communities Team small group work Parent workshop In class support 1:4</p>	<p>Dyslexia gold intervention SALT Referral / report Magic Memory intervention Working memory intervention Laptops Word Aware SALT intervention Vocab SALT intervention Blank levels SALT intervention Narrative SALT intervention In class support 1:4 EP Assessment School and Communities Team small group work reading pens Overlay</p>	<p>EP Youth counselling Movement break walks Nest safe space Daily check-in  Art for Youth therapy Zones of regulation In class support 1:4 EP Assessment School and Communities Team small group work Lunch club</p>	<p>Handwriting intervention Laptops Writing aid - e.g. pen grips In class support 1:4 Lunch club Movement breaks</p>	
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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.





# Levels of support

## Wave 2 (Targeted) SSA Support, group interventions

- ✓ **Art4Youth** - Small group art therapy sessions.
- ✓ **Block (Lego) Therapy/Social Skills** - Social, communication and interaction-based play therapy, focusing on building participants relationships and interactions with peers, as well as to increase their self-confidence.
- ✓ **Check in** at the start of the day and/or decompression at the end of the day.
- ✓ **Dyslexia Gold** – Small group literacy intervention for students requiring additional support with reading, writing and spelling.
- ✓ **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.
- ✓ **Handwriting Support** – Improving handwriting legibility.
- ✓ **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.
- ✓ **Meet and Greet** at the start of the day.
- ✓ **Memory Magic** – providing support for young people with working memory difficulties
- ✓ **Nest** - A quiet safe space for students to access during lesson time if they are feeling overwhelmed or dysregulated.
- ✓ **Speech and Language - Blank Levels** – Language for thinking – developing language skills from concrete to abstract.
- ✓ **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** – Direct teaching of curriculum key terms.
- ✓ **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.



To determine which interventions are required, we will screen students when they arrive in Year 7.

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# Student Profile

Key Information

Classroom  
Strategies

Strengths

Student Name: [REDACTED]	Year: 10	EHCP	Date of Plan: Summer 2025	Date of Review: Autumn 2025
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**SEND Needs (including any diagnosis where applicable):**  
 Primary: Social, Emotional and Mental Health (ADHD) Anxiety  
 Additional: Sensory and/or Physical (ADA, SCID - Severe Combined Immunodeficiency) Sleep Onset Difficulties  
**[REDACTED] has a toilet pass - please let him out to use the toilet - this is medical need !**  
**[REDACTED] is allowed to not wear his blazer - he will keep it in his bag !**

**Strengths & Aspirations:** My favourite subject is Food Technology because I like making food!

**Strategies to Support:**  
 ✓ **Fakenham 15 Strategies**

**Communication and Interaction**

- ✓ Staff will provide [REDACTED] with structured opportunities to practice specific target skills learned during sessions in naturally occurring situations.
- ✓ Adults will support [REDACTED] in participating in classroom discussions and interacting with peers. They will help him prepare in advance by identifying opportunities for him to share his ideas and discussing with him that he would like to say.
- ✓ Model the correct sentence structure back to him without correcting him. Allow [REDACTED] as much time as he needs to complete a sentence.
- ✓ Work on emotions in real-life situations as they arise, such as discussing how a character in a book/film or a person in real life is feeling, why they feel that way, how you can tell, and what you could do to help.

**Cognition and Learning**

- ✓ [REDACTED] will receive explicit instruction, including teaching skills and concepts in small steps, using examples, non-examples, clear and unambiguous language, and anticipating common misconceptions.
- ✓ [REDACTED] will have an adapted curriculum and learning tasks that align with his specific learning goals for all subjects, ensuring they are within his Zone of Proximal Development (Vygotsky).
- ✓ [REDACTED] will have scheduled breaks from learning to support his focus and regulation, allowing for movement during the day.
- ✓ If he is stuck, give him a phonemic and/or a semantic cue to help him retrieve the word. If he still cannot think of the word, model the word for him.

**Social, Emotional, and Mental Health**

- ✓ Connect Before Correct: Staff will follow the 'connect before correct/relationship before request' approach when engaging with [REDACTED] to support his emotional well-being.
- ✓ [REDACTED] will have structured sessions focusing on increasing his capacity to regulate his emotions, including techniques for grounding, stress management, and relaxation. These sessions will be held 1:1 or in small groups to normalize his emotional responses.

**Sensory and Physical**

- ✓ All staff supporting [REDACTED] will be aware of his high-frequency hearing loss and will make appropriate accommodations.
- ✓ Staff must be aware of [REDACTED] toileting difficulties related to his medical needs, ensuring he has access to a toileting pass and can use the toilets whenever necessary.



# Student Profile

## Student Support Plan

Targets

Parent & Student  
Voice

What I am working towards? What does success look like for me? SMART TARGETS		
1. [ ] will confidently ask teachers for clarification when he does not understand classroom language.	2. To improve behaviour ratio of 73.9 percent to 80 percent.	3. [ ] will attempt all learning tasks, demonstrating increased confidence as a learner.
SMART TARGETS Review RAG (Little progress made Some progress made Achieved)		
1. [ ] will confidently ask teachers for clarification when he does not understand classroom language.	2. To improve behaviour ratio of 73.9 percent to 80 percent.	3. [ ] will attempt all learning tasks, demonstrating increased confidence as a learner.
<p><b>PARENT VIEWS:</b> [ ] is very far behind in his English and Maths, he struggles so can choose distraction techniques instead of asking for help and admitting he finds things hard.  </p> <p><b>Positive relationships are important to</b> [ ]</p> <p>[ ] is impulsive - he cannot control this; his brain is wired differently.</p> <p>[ ] feels all his physical sensations and emotions 'bigger' than a neurotypical student. His highs are higher, and his lows are lower. Unfortunately, this means his anger and impulses are bigger too.</p> <p><b>Punishing [ ] for having ADHD and things that are out of his control will only make him feel worse about himself</b> and will not help to change the behaviour - he is neurodiverse.</p> <p>[ ] finds it easier to give up instead of starting a task because he finds school and the work very difficult.</p> <p>[ ] needs to move - it is part of his ADHD.</p> <p>[ ] <b>suffers with sensory overload</b> - noise, textures, touch, smells and taste can be causes of distress that he will react to.</p>		<p><b>Signed/Date:</b></p> <p><b>Autumn 24</b></p>
<p><b>STUDENT VIEWS:</b> My least favourite subject is Maths. The support and help that I receive is enough. I like going out with my friends in my spare time. When I get angry, I like to go on a little walk with an SSA nearby.</p>		<p><b>Signed/Date:</b></p> <p><b>Autumn 24</b></p>

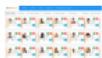


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# Fakenham 15 (Dyslexia Friendly School)



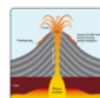
1. The **seating plan** means that vulnerable students sit at the front or sides to allow easy access for support and considers the possibility of peer support - particularly pairing strong readers with those that find reading difficult. The seating plan is annotated to demonstrate this, printed and 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 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 by the EHCP. 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 (it is often on EHCP provisions). 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.**



# Pupil Premium

## How do I know if I qualify?

- To qualify for Pupil Premium, a child must be eligible for FSM, which is generally determined by household income. For Universal Credit recipients, the annual net earned income threshold is **£7,400**.
- Other eligible benefits include Income Support, Income-based Jobseeker's Allowance, and Income-related Employment and Support Allowance





# Pupil Premium

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

The grant also provides support for children and young people with parents in the armed forces, referred to as service pupil premium (SPP). This has been combined into pupil premium payments to make it easier for schools to manage their spending. Pupils that the SPP intends to support are not necessarily from financially disadvantaged backgrounds.

**To qualify** for Pupil Premium, a child must be eligible for FSM, which is generally determined by household income. For Universal Credit recipients, the annual net earned income threshold is **£7,400**.



3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Extended school time, including for summer schools
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents



## Key Points

These are the key things that the government tell schools they can spend pupil premium money on.

Staffing  
Tutoring  
Literacy Support  
Extra-Curricular  
Uniform/ Equipment  
Trips



# What we will support

- Uniform to support attendance and wellbeing (£75 for year 7, £35 years 8 - 11)
- Equipment - Pencil case, revision guides, calculator
- Music Lessons
- Educational Visits or clubs if required







## Application form for free school meals from families with no recourse to public funds (NRPF)

Please complete this application form if you are a family with NRPF and would like to apply for free school meals.

To complete this form, applicants should complete all sections.

When completed, please ensure the declaration at the end of the application is also signed.

Further information relating to this extension can be found in the [free school meals guidance for schools and local authorities](#).

### Child's details

Surname of child:

First names(s) of child:

Date of birth of child (dd/mm/yy):

Nationality of child:

Address of child:

### Evidence of income

To be eligible for free school meals, your families' annual household income must be no higher than the following:

- £22,700 for families outside of London with one child
- £26,300 for families outside of London with two or more children
- £31,200 for families within London with one child
- £34,800 for families within London with two or more children

This includes any wider income or support you may be receiving in addition to any earnings from employment. Where possible, please also provide a document to show this – this could be a bank statement, a pay slip or an employment contract.