

Fakenham Academy

SEND Information Report September 2024

<p>1 Variety of Special Educational Needs that are provided for at Fakenham Academy</p>	<p>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):</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional, and Mental Health • Sensory and/or Physical needs <p>The school currently has 19% of all students identified with SEND including 3% of students with an EHCP.</p>
<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on previous schools or other professionals including from health and social care. • KS2 data results, baseline assessments and results including Cognitive Ability Test, progress data. • Feedback from teaching staff and observations • Pupil Premium interventions not showing impact. • Catch-Up interventions not showing impact. • Referrals from parents • Pupil referrals • SEND interventions not showing impact may also lead to further identification of need. • Educational Psychologist (EP) • Speech and Language Therapist (SALT) <p>Multi-Pronged Approach used by Fakenham Academy</p> <ul style="list-style-type: none"> • Whole School Assessment Systems • Whole school testing to assess reading, from this we colour code for teachers and identify standardised scores below 85 and unpick low scores particularly those not identified by previous school. • Referrals from staff • Referrals from parents • Actions from primary/previous school – Graduated Approach • Observations in school to look at High Quality Teaching Provision • Whole Story meetings

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	<ul style="list-style-type: none"> ● Specialist agency input via CEPP (Educational Psychology) ● Special agency input via TALC 2 ● Specialist agency input via CLEF-4 ● Specialist agency input via Occupational Therapists ● Specialist agency input from Teachers for the Deaf ● In-house educational testing and strategies – BPVS, Catch Up Numeracy, DASH, Pragmatics Profile, ISLTS Communication Questionnaire, Zones of Regulation Student Questionnaire, Reading Plus and Dyslexia Gold. ● Intervention baselines
<p>3c The school’s approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> ● High Quality Teaching, with appropriate and effective “scaffolding to support” in place. ● High Quality Teaching following the ‘Fakenham 15’, including; <ul style="list-style-type: none"> ○ 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 Learning Support Assistants



	<ul style="list-style-type: none"> ● Personalised provision through time limited programmes including; <ul style="list-style-type: none"> ○ Zones of Regulation ○ Talk About for Teens ○ Social Success for Teens ○ Block based (Lego) Therapy ○ Speech and Language – Narrative ○ Speech and Language – Vocab ○ Speech and Language – Word Award ○ Speech and Language – Blank Levels ○ Dyslexia Gold ○ Handwriting ○ Reading Plus ○ Catch Up Numeracy ○ Working Memory ○ Literacy – Moon Dog ○ Titan ○ Sensory Circuits ○ EP Youth ○ ‘Lunch club’ ○ Garden Project ● Personalised intervention programmes led by trained Support Staff ● Dual Centre provision (Alternative Provision and School) ● The sourcing of additional specialist support via external agencies e.g., CEPP or Dyslexia Outreach
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> ● 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



	<ul style="list-style-type: none"> • 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 Trust Education Team and school Senior Leadership Team • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • SEND information Report posted on website. • Close collaboration within school-based Whole Story Meeting system/ Senior Leadership Team Meetings.
<p>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</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> • 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. <p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Pupil progress meetings between class teacher, SLT and SENDCO • Support plan and EHC Plan reviews. • Individual, personalised Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer’s meetings • Pupil Voice
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> ✓ Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies

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- ✓ 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
- ✓ 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 learner' needs. This could take the form of:

- ✓ Specific seating arrangements to accommodate learner needs.
- ✓ Use of larger font size.
- ✓ Specific equipment, e.g., wobble cushion, writing slope.
- ✓ Assistive technology e.g., reader pens, voice to text software.
- ✓ Rest breaks/movement breaks.
- ✓ Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker.
- ✓ 1:1 support.
- ✓ Extra time to complete tasks.

Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. For interventions, you could include for example:

Cognition and Learning

- ✓ Literacy - Moondog - Phonics books designed for older children at the very early stages of reading.

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- ✓ Dyslexia Gold – Small group literacy intervention for students requiring additional support with reading, writing, and spelling.
- ✓ Reading Plus is an online reading programme to support students to develop their fluency, vocabulary, and comprehension skills.
- ✓ Catch Up Numeracy - support to help address gaps in mathematical understanding.
- ✓ 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.
- ✓ 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.

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.

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- ✓ '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.

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 and Behaviour Managers
- Dedicated Pastoral and Behaviour Managers 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, Art4Youth and the gardening project.
- Student Council



	<ul style="list-style-type: none"> • Pupil Voice • Clinical and Team Lead MHST Breckland- offering 1-1 support for children, as well as group work and assemblies.
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor 	<p>Gavin Green – Headteacher Headteacher’s email – g.green@fakenhamacademy.org</p> <p>Kerry Woodrow - SENDCO SENDCO’s email – k.woodrow@fakenhamacademy.org</p> <p>Rachel Hill – SEND Administrator Contact Email: send@fakenhamacademy.org</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01328 851039</p>
<p>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</p>	<p>An audit of staff expertise in SEND is undertaken annually</p> <ul style="list-style-type: none"> • The SENDCO has SENCo qualification National SENCO Award. • SENDCo CPD - Norfolk Step On Steps Lead Professional, Norfolk SENDCo Now • 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. • 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 • Specialist expertise engaged from external services – Inclusion & SEND team, School and Community Team, Family Hubs, Dyslexia Outreach,

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	<ul style="list-style-type: none"> • Individual Student Support Assistant training in ACES, Understanding ADHD, Supporting Vocabulary, Hoist & Standing Frame, Mangar Elk, Reading, Access Arrangement, SLCN. • Staff have access to National College and are directed to complete various training sessions. <p>All staff have been trained & refreshed in the differentiated Graduated Approach, Zones of Regulation and Autism</p>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> • Support Services including health services • Just One Number • National and Local Charities • Volunteers • MASH Hub • East Norfolk Hub • Home Start • Early Help & Family Support (Norfolk County Council) • Schools and Community Team • SENDIAS • Additional specialist SEND agencies as listed above
<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>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.</p> <ul style="list-style-type: none"> • Telephone Landline and Mobile • Text • Email / online • School Comms • Parent View • Parents Evenings • Pastoral & Behaviour Team Managers • SENDCo & SEND Team direct contact • Face-to-face meetings • Annual Parent Survey • Online Teams meetings

	<ul style="list-style-type: none"> • Virtual training sessions
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>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.</p> <p>We gather their views as part of the regular review of their support plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Student Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pastoral & Behaviour Team Managers • Online Teams meetings with parental supervision
<p>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</p>	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p>Complaints - Fakenham Academy (fakenhamacademynorfolk.org)</p>
<p>10 How the Education Committee of the Board of Trustees, who holds delegated responsibility 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.</p>	<p>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.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g., Educational Psychologists, School-to-School support, SRBs etc. <p>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.</p>
<p>11 The contact details of support services for the parents of pupils with SEND,</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>Norfolk County Council SEND Services - Telephone: 03448008020 or email send@norfolk.gov.uk</p>



<p>including those for arrangements made in accordance with section 32.</p>	
<p>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</p>	<p>Secondary/Post 16 Transfer Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with feeder and MAT schools to ensure all appropriate information is passed on 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
<p>13 Information on where the local authority's local offer is published</p>	<p>https://www.norfolk.gov.uk/children-and-families/send-local-offer</p>