

New Parents' Welcome Evening

Tuesday 30th June 2026



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

3rd 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



Mrs V. Dewson
Associate Assistant
Headteacher
Attendance & Key Stage 4



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



Mrs S. Hirst
Associate Assistant Headteacher
Community Engagement



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



Head of Keystage 3

Mr S Gray

Assistant
Headteacher



Progress Leader -

Mrs S Scoles

Head of Year



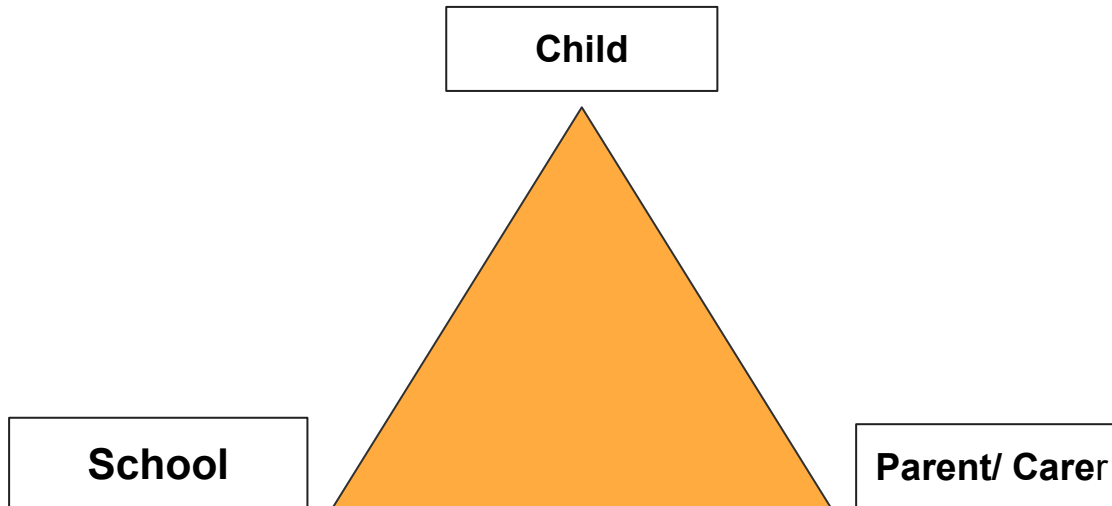
Student Support Leader -

Miss 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

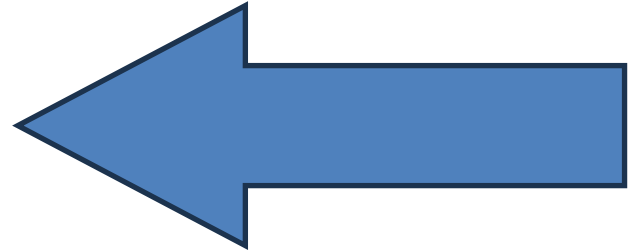
Finish at 3:20

Teaching and Learning Ready to Learn

Mr Marshall-Smith
Deputy Headteacher

How to be Successful

- **Determined**



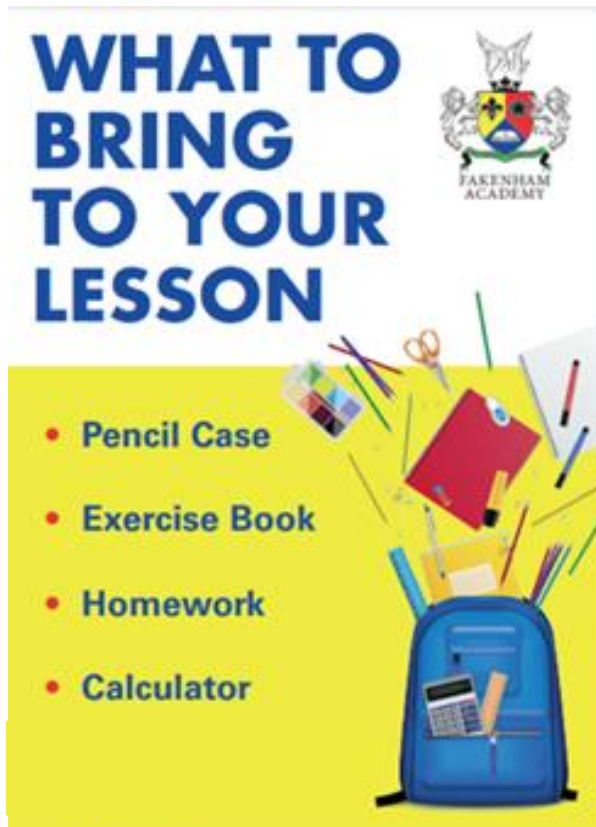
- **Ambitious**

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 also where you will report and explain absences.



Schoolgateway



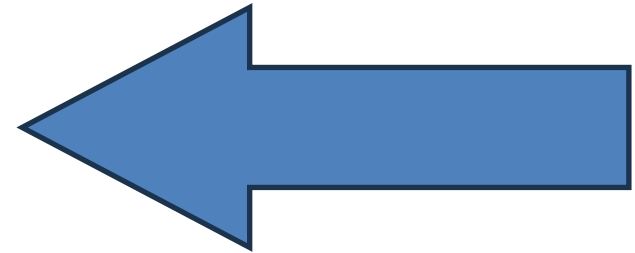
School Gateway

Messaging and payments

How to be Successful

- **Determined**

- **Ambitious**



All of the following attended Fakenham Academy and sixth form.



Achievement & Progress

Keeping you informed

Pathway to Success – Tuesday 8th September 5.30 pm to 6.30pm

Residential Meeting Evening – Wednesday 7 October 5pm to 6pm

PGL Residential - Friday 16 October 2026. (Weekend)

Subject reports **each term** on Effort and Engagement and Progress.
Full report at the end of the year.

Reports

Subject	Target %	Current average %	Current Progress	Effort and Engagement	Comment and curricular targets
Art	70%	60	On Target	You usually work hard in lessons and independently.	Mrs S Boyle, Mr R Davies
Computing	70%	68	On Target	You always work hard in lessons and independently.	Mr M Taylor
Drama	70%	60	On Target	You always work hard in lessons and independently.	Mrs I Parr
English	70%	68	On Target	You always work hard in lessons and independently.	Mr A Gates, Miss M Heeley, Mr B McLernan, Dr C Stewart
French	70%	82	Above target	You always work hard in lessons and independently.	Mrs H Fernandez
Geography	70%	73	On Target	You always work hard in lessons and independently.	Mrs C Lane, Mrs S Scoles
History	70%	73	On Target	You always work hard in lessons and independently.	Mr R Hill, Mr D Pemberton
Learning for Life	n/a	100	n/a	You always work hard in lessons and independently.	Mr S Gray
Mathematics	70%	66	On Target	You usually work hard in lessons and independently.	Mr A Gates
Music	70%	71	On Target	You always work hard in lessons and independently.	Miss K Adams
Philosophy & Ethics	70%	67	On Target	You always work hard in lessons and independently.	Mrs M Clarke
Physical Education	n/a	3	n/a	You always work hard in lessons and independently.	Mr S Leat
Science	70%	76	On Target	You always work hard in lessons and independently.	Ms A Abeyesinghe, Mrs S Curtis, Mrs S Dack
Spanish	70%	87	Above target	You always work hard in lessons and independently.	Miss A Brooks
Tec	70%	83	Above target	You usually work hard in lessons and independently.	Mr R Davies

Report Key

Target %	Aspirational Target generated based on the prior attainment of the student, usually at primary school.
Effort and Engagement	This is the Effort and Engagement your child has shown in lessons and independently (homework and other super curricular activities).

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 [REDACTED]
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

Mrs S. Scoles

Progress Leader



TIES



BLAZER



**V-NECK
JUMPER**



Appropriate school uniform does NOT include the following:

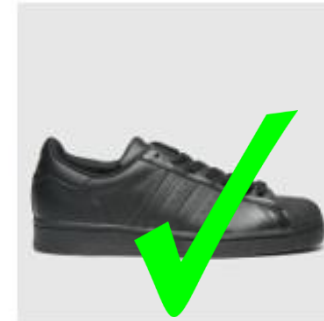
Fakenham Academy students will be exceptionally smart





Shoes must be plain black not coloured logos, and polishable. No Canvas shoes or logos that are not plain black.

Shoes



Mobile Phones and Headphones



This is now in law and all schools must ensure mobile phones are not used in school.

Classroom Expectations

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

After school detentions

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



Personal Development, Clubs & Extra Curricular

Our values are Kind, Ambition and Determination and these values are at the foundation of everything we do. As a result of this we reward our students when they demonstrate these traits promoting their development into positive members of not only our school community, our local area and beyond. We deliver this by having high expectations and standards, giving exceptional pastoral care and alongside our ambitious academic curriculum, we provide range of diverse opportunities through clubs and trips for our students. This equips our students with powerful knowledge but develops their strength of character to fulfil happy, successful and prosperous lives.

Our personal development curriculum provides access to quality experiences within our local community but also further afield. At Fakenham Academy we strive to make Personal Development a culture so that every student is able to excel in whatever area they feel comfortable. We celebrate those who are ambitious and determined in improving themselves. Fakenham Academy believes character education is vital to empower students, giving them the knowledge they need to make sense of the world and grow into citizens who make a difference. We constantly adapt our personal development offer to meet the needs of students.



REWARDS SYSTEM

	Kindness	Ambition	Determination
How	• Helping someone • Caring for the environment • Charity Work • Volunteering	• Ready to Learn • Excellent Work (>target) • School Club • School Trip • Leadership/Student Voice • Representing School • Representing Local Team	• Working hard • On time all week • Overcoming difficult situation • Not giving up
Initial Reward Point	Verbal Praise Merit on Class Charts		
Significantly above expectations OR Demonstrating a School Value over time	Verbal Praise Positive Note Merit on Class Charts Positive Note written and sent to parents over email.		
Accumulating Lots of Merits	When a student accumulates lots of merits they will gain one of three things: 1. Recognition in termly rewards assemblies by getting a certificate, a letter home and a place on a Rewards Event. 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. 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.		

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



20

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.

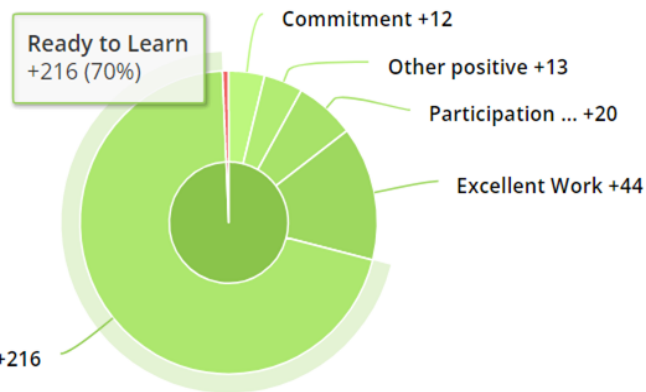
+1

Demo Pupil (Demo Group)

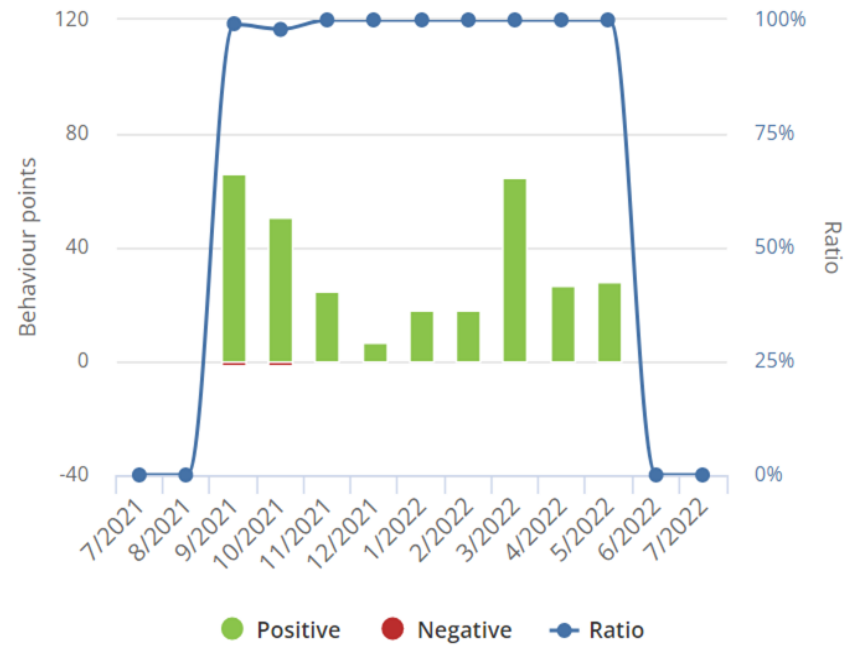
Helping another person awarded by Mr T Collishaw.
Helped student when they were upset.

Class Charts

Behaviour score breakdown



Monthly Behaviour Breakdown



A day in the life of Fakenham Academy student

Currently...
positive
marks

A typical day in a life for a student...

Arrive to school on time... attend tutor time...puts all equipment on mat... **READY TO LEARN MARK**... tutor time programme... might receive another positive due to...**WORKING HARD**

Go to lesson on time... receive positives marks in lesson...range from **PRESENTATION OF WORK, NOT GIVING UP, EXCELLENT PIECE OF WORK, VOLUNTEERING, HELPING ANOTHER PERSON**

Social time...**HOLDING THE DOOR OPEN or PICK UP LITTER**

After school... **ATTENDING A SCHOOL CLUB, REPRESENTING THE SCHOOL, INTERVENTION or, HOMEWORK COMPLETED ATTENDING A SCHOOL TRIP**

In a week... **100% ATTENDANCE or ON TIME ALL WEEK**



Ready to Learn



Working Hard



Presentation of work



Not Giving Up



Volunteering



Helping another person



Holding the door open



Picking up litter/ kind to environment



Attending a School Club



Year 11 English exhibition



5F music intervention



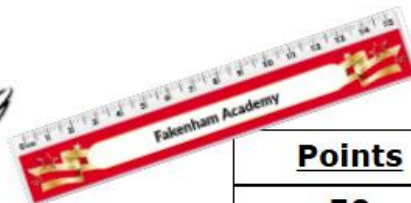
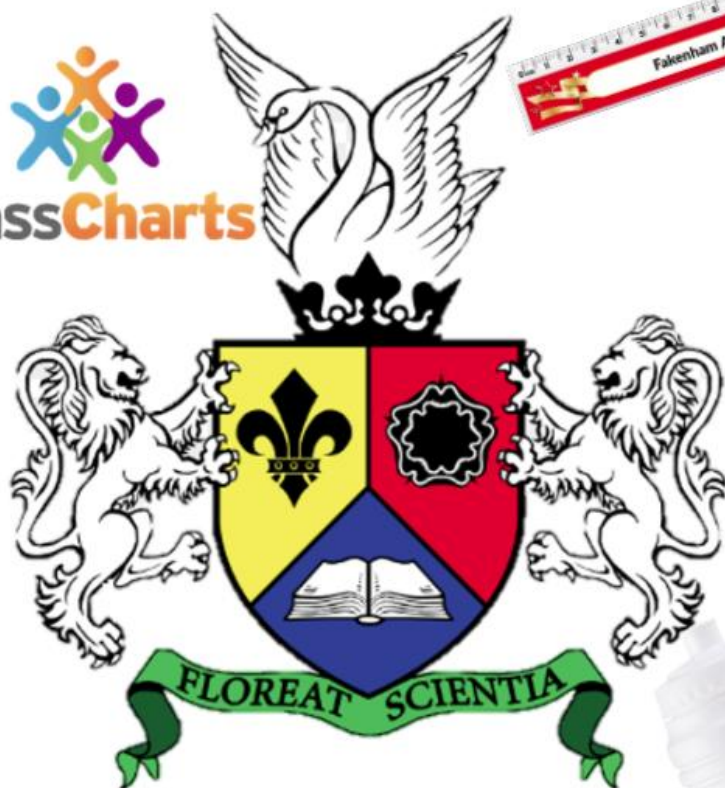
Homework completed



On Time all Week



100% Attendance in a week



Points	Reward
50	Sticker
100	Canteen Queue Jump
150	Fakenham Academy pencil or ruler
200	Fakenham Academy pencil AND ruler
350	Fakenham Academy key chain
450	Fakenham Academy bag
550	Fakenham Academy pen
650	Fakenham Academy water bottle
750	£5 Amazon Voucher
850	£10 Amazon Voucher
950	£20 Amazon Voucher



Reward Store

Extra curricular and Careers

Lunch and After School clubs

- Over 50 trips!
- International Trips

• Curriculum Enhancement Week (CEW)

Duke of Edinburgh (Y9-Y13)

- Student Leadership
- Musical productions



Fakenham Academy		Headteacher: Mr & Mrs Green		Summer Term CLUBS	
Block Time	Monday	Tuesday	Wednesday	Thursday	Friday
Break Time	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15
Lunch Time	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
After School	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45
	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00
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	28:45-29:00	28:45-29:00	28:45-29:00	28:45-29:00	28:45-29:00
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	29:45-30:00	29:45-30:00	29:45-30:00	29:45-30:00	29:45-30:00





Numerous successful sports team

- PSHE Drop Down Days

- Careers Fair

- Work Experience





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



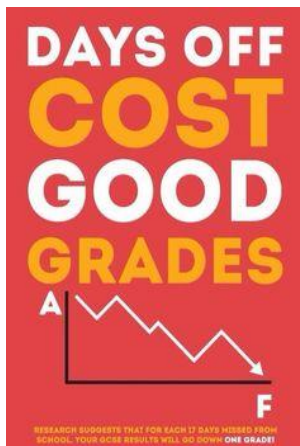
Attendance

Mr G. Green

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).



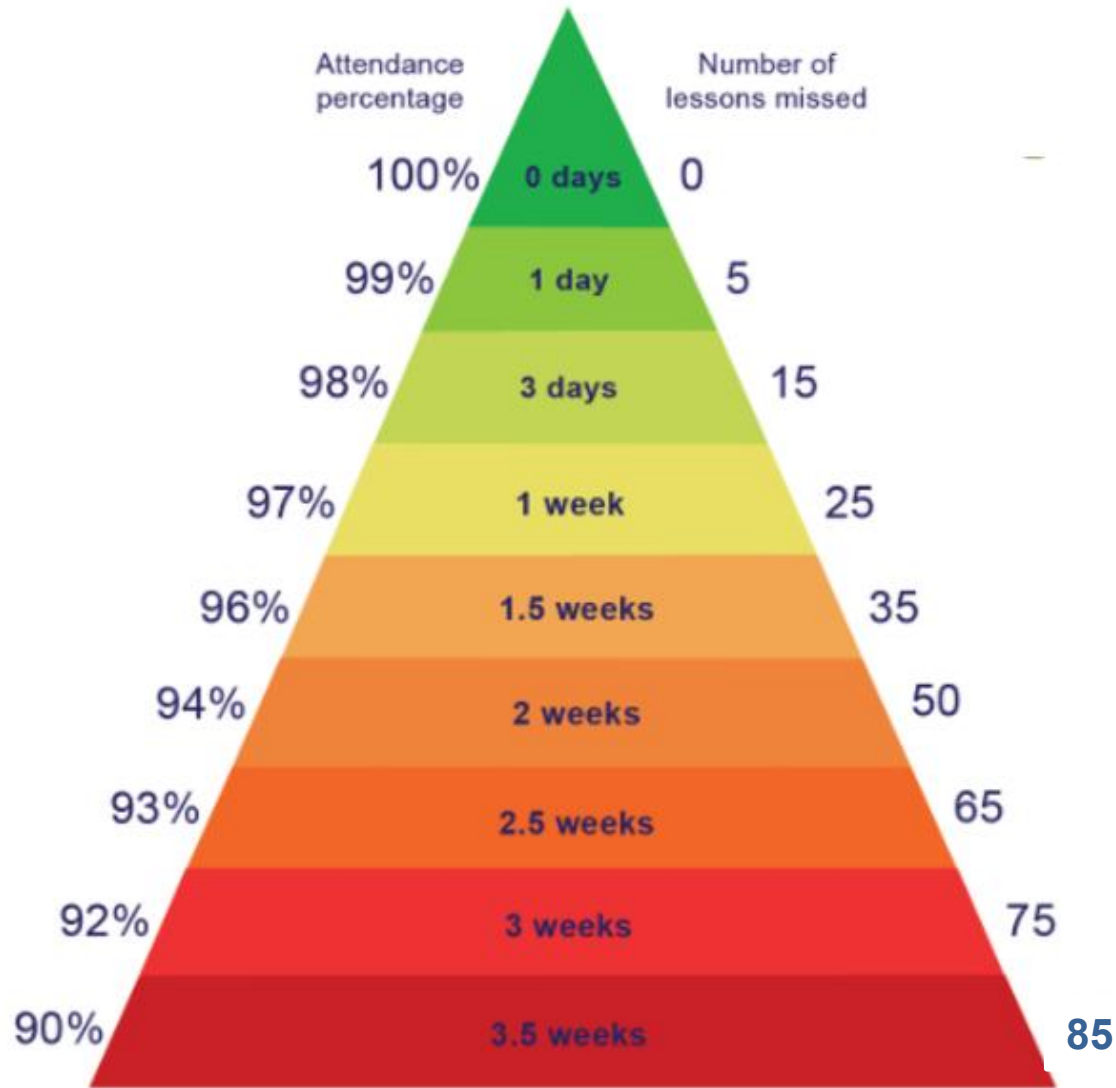
Attendance is an important part of what we do to safeguard our students.

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
- Rapid Response Team

SUPPORTING ATTENDANCE IS A PRIORITY!

Attendance Impact



Attendance Streaks

We now have 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

We use ClassCharts to receive attendance communication and absences. Please attach any evidence you may have. County guidance stipulates we do not authorise minor illnesses.

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

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=Fr0Z6YgwF2g>

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.



Your Child's Journey Transition

Mrs Scoles, Progress Leader

Your Child's Journey

- Primary School Visits (Now completed)
- Transition Days (Mon 6th - Wed 8th July)
- BBQ (Wednesday 8th July) - 3:30pm
- Start in Year 7 - Thursday 3rd September (8:45am)
- First half term - PGL Team Building weekend

Transition Days

Monday 6th July 2026 - P.E. Kit (Race for Life Charity Day) - KIND

- Arrive for 9:00am - You will be meet by staff and taken to the main hall
- Pencil case
- Water Bottle and snacks
- Packed lunch – **No Nut School**
- Not to drive in to the car park
- Leave at 3:00pm

Tuesday 7th July 2026 - Primary School Uniform - AMBITIOUS

- 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 8th July 2026 – Primary School Uniform - DETERMINED

- 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 email address below:

s.scoles@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 8th July



Summer Fair
Saturday 4 July 2026 – 11.00am – 2.00pm

+
o •

Fakenham Academy SEND Transition

+
• o

Wednesday, 01 July 2026

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. At Fakenham Academy, support is based on a student's needs rather than a diagnosis. We work closely with students and families to identify barriers to learning and put the right support in place.

Below are some of the key areas of support we offer.

Learning



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.

Bedrock: An online program to build reading fluency, vocabulary, and understanding.

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

Communication and Interaction

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.

Secondary Language Link: Assessment and intervention tool that helps identify and support students aged 11–14 who have difficulties understanding or using spoken language.

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



The SEND Team

- ✓ Kerry Woodrow – SENDCo
- ✓ Rachel Hill – SEND Liaison Officer
- ✓ Rachel Stout – Targeted Intervention Lead (C&L, S&P)
- ✓ Jess Tuddenham – Targeted Intervention Lead (SEMH, C&I)
- ✓ Rebecca Studd - SSA
- ✓ Leonie Reeve - SSA
- ✓ Ciara Haughey - SSA
- ✓ Imogen Luker - SSA
- ✓ Vacancy (appointing for Sept)- SSA
- ✓ Vacancy (appointing for Sept)- SSA
- ✓ Cathryn Broughton – Student Support Leader



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 Liaison:** Matters specifically relating to SEND support, day to day information sharing and student profiles.
- **SENDCo/SEND Liaison:** Annual Reviews, external agencies, formal reports and diagnoses

Levels of support

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

The SEND register is a fluid document

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

Wave 1 (Universal – High Quality Adaptive Teaching)
Quality First Teaching and student profile recommendations



Wave 2 (Targeted)
SSA Support, group interventions



Wave 3 (Enhanced)
Intensive targeted support

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

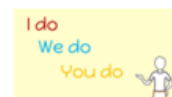
11. It must be clear to students how long they have for a task. The **time available must be clearly displayed**, with a timer or at least clear finishing time. Teachers must give regular reminders of the time remaining.

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**.



Wave 1 (Universal – High Quality Adaptive Teaching)
Quality First Teaching and student profile recommendations

Fakenham 15
(Dyslexia Friendly School)

Wave 2 - Levels of support

Wave 2 (Targeted)
SSA Support, group interventions

- ✓ **Bedrock:** An online program to build reading fluency, vocabulary, and understanding.
- ✓ **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.
- ✓ **Drawing Talking:** Supports emotional expression and explore feelings through drawing
- ✓ **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.
- ✓ **Moon Dog Reading:** Phonics books designed for older children at early reading stages.
- ✓ **Nest** - A quiet safe space for students to access during lesson time if they are feeling overwhelmed or dysregulated.
- ✓ **Schools and Community Team** - Various in school interventions
- ✓ **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.
- ✓ **Social Success for Teens:** Activities to help students with social skills.
- ✓ **Secondary Language Link:** Assessment and intervention tool that helps identify and support students aged 11-14 who have difficulties understanding or using spoken language.
- ✓ **Talk About for Teens:** Group sessions focused on social and relationship skills.
- ✓ **Working Memory Support:** Strategies to help students remember and recall information better.
- ✓ **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.

The Nest!

Wave 2 (Targeted)
SSA Support, group interventions



- Our 'quiet safe space'
- Children can use the nest when they are feeling overwhelmed/dysregulated for any reason.
- The nest is manned by one of our lovely SSAs/Pastoral Team
- Students typically get 5 x 10-minute visits a week
- The member of staff will talk through any worries your child may have or complete a calming activity with them before getting them ready to return back to lesson

Wave 3 (Enhanced) Intensive targeted support

- ✓ Occupational Therapist
- ✓ Teacher of the Deaf
- ✓ Access Through Technology Referral
- ✓ Personal Emergency Evacuation Plan
- ✓ 1:1 Interventions
- ✓ Alternative Provision
- ✓ 1:1 Reading Intervention
- ✓ SEND and Inclusion Referral
- ✓ 1:1 Medical Needs Provision
- ✓ Home Visits
- ✓ Work Experience
- ✓ 1:1 Titan Travel Referral (Year 11)

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.
PARENT VIEWS: [] 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. Positive relationships are important to [] [] is impulsive - he cannot control this; his brain is wired differently. [] 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. Punishing [] for having ADHD and things that are out of his control will only make him feel worse about himself and will not help to change the behaviour - he is neurodiverse. [] finds it easier to give up instead of starting a task because he finds school and the work very difficult. [] needs to move - it is part of his ADHD. [] suffers with sensory overload - noise, textures, touch, smells and taste can be causes of distress that he will react to.		Signed/Date: Autumn 24
STUDENT VIEWS: 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.		Signed/Date: Autumn 24

Pupil Premium

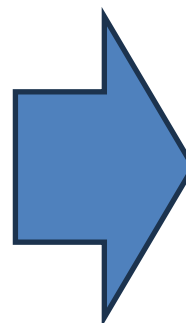
The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

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.

The funding is to:

- Help achieve better **educational** outcomes for children
- Close the attainment gap with their peers.

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 DfE validated systematic synthetic phonics programme , 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 National Professional Qualifications (NPQs)
	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
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
- ✓ Food Tech Ingredients
- ✓ Educational Visits or clubs if required



How to apply

Eligibility explained

You may qualify for free school meals (FSM) and other help if you receive certain benefits or support. You must apply for free school meals.

From September 2026, there are two types of entitlement:

- **Targeted:** you receive Universal Credit and earn under £7,400 a year or another qualifying benefit: your children are entitled to FSM and extra support for their school
- **Expanded:** you receive Universal Credit and earn above £7,400: your children are entitled to FSM only

The qualifying benefits are:

- Universal Credit
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit

Families with No Recourse to Public Funds (NRPF) may also be eligible.

Read more about the changes from September 2026: [Understand Free school meals eligibility changes from September 2026 \(PDF, 154 KB\)](#)

Applying online



www.norfolk.gov.uk/freeschoolmeals

[Free school meals - Norfolk County Council](#)

No Resource Public Funds (NRPF)



Norfolk County Council

Free School Meals application for families with No Recourse to Public Funds (NRPF)

Dear parent or guardian,

Please complete this application form if you are a family with No Recourse to Public Funds (NRPF) and would like to apply for Free School Meals (FSM). Please complete all sections, sign the declaration and provide any necessary documents [where](#) instructed.

Please note that you will need to reapply every year using this form providing the requested evidence.

Child's details

Child's last name			
Child's first name(s)			
Child's date of birth (DD/MM/YY)			
Child's nationality			
Child's address			
	Postcode:		

Parent or carer's details

Parent or carer's last name			
Parent or carer's first name(s)			
Relationship to child			
Parent or carer's nationality			
Parent or carer's date of birth (DD/MM/YY)			
National Insurance or Asylum support reference number			
Parent or carer's address			
	Postcode:		

What is the immigration category you are applying under? (Please highlight or delete as appropriate):

- Zambrano
- Article 8 of the ECHR
- Section 4 of the Immigration and Asylum Act 1999
- Chen
- BN(O) Passport holder
- Spousal visa holder
- Work visa holder
- Student visa holder
- Other, please explain:

Please provide evidence of your immigration status.

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 provide a document to show this: for example, a bank statement, a payslip or an employment contract.

Are you employed? (Please delete as appropriate):

Yes/No

If you have a partner, are they employed? (Please delete as appropriate):

Yes/No

Is your annual income, including earnings from employment and any wider support you may be receiving, less than the maximum income thresholds listed above? (Please delete as appropriate):

Yes/No