

SEND INFORMATION REPORT for ALDERMAN PEEL HIGH SCHOOL - 2019

	<p>Welcome to the Special Educational Needs Information Report for Alderman Peel High School. This report forms part of the Norfolk Local Offer for learners with SEN. The Norfolk Local Offer can be found at; www.norfolk.gov.uk/children-and-families/send-local-offer</p> <p>Alderman Peel High School has a strong commitment to working in partnership with students, parents, governors, our cluster schools and the local community. Together we afford our students the opportunity to make progress in all areas and fulfil their expectations.</p>
<p>Who to speak to?</p> 	<p>If you are concerned about your child's learning needs, you should contact;</p> <ol style="list-style-type: none">1). Your child's Form Tutor2). Senco: Mrs Kate Norman (knorman5yrt@nsix.org.uk)3) SEN LT Link: Mr Bal Tawana4). Headteacher: Mr Alastair Ogle <p>In the event that you feel your concerns have not been adequately addressed by the school, you may also wish to contact</p> <ol style="list-style-type: none">5). SEN Governor and Chair of Governors: Mr David Riddle <p>Who can be reached via school reception.</p>
<p>Our students</p> 	<p>We will do our best to meet the needs of any young person wishing to study at Alderman Peel. If you would like your child to join us but are concerned about how their needs would be met, please call the school for a chat with Mrs Norman or Mr Tawana.</p> <p>The profile of students who have Special Educational Needs in Alderman Peel High School as at January 2019 is as follows;</p> <ul style="list-style-type: none">69% Cognition and Learning7.5 % linked to Communication and Interaction6.5 % linked to Physical and Sensory17 % linked to Social, Mental and Emotional Health

Our Team



Our team of teachers and TAs has expertise in delivering specialist interventions for dyslexia, weak literacy, social communication difficulties, emotional regulation, poor numeracy and speech and language difficulties. We can call on a wide range of external specialists to advise us in adapting provision for our learners. This includes;

- Advisory Support Teachers
- Educational Psychologists
- Occupational Therapists
- Speech Therapists
- Forensic counselling
- Emotional Health support
- Autism specialist advisors
- School nursing service
- CAMHS
- Access Through Technology

Among others.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them”

A child of compulsory school age or a young person has a learning difficulty or disability if they;

- a) Have a significantly greater difficulty in learning than the majority of others of the same age
- Or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

Our approach to teaching learners with SEN



Alderman Peel High has a fully inclusive approach to teaching learners with SEN. All students should have equal opportunities, expectations and aspirational outcomes. High quality first teaching for all learners is a must and monitoring teachers' performance in classes is a frequent occurrence to ensure this is in place for all students. Please see our school's Improvement and Development Plan for details of how we are working to constantly improve teaching and learning and narrow gaps in students' outcomes.

We strive to create a learning environment which is flexible and creative to meet the needs of all members of our school community. Some students benefit from small group literacy and numeracy support alongside whole-class teaching. We also offer small groups and 1:1 mentoring opportunities to support students' emotional and social development, as well as their academic attainment. We regularly monitor and report on pupils' progress and staff assess continually to ensure learning is taking place. Data is reported regularly to parents and all parents of SEN children are offered the opportunity to meet termly to discuss their child's individual progress.

At Alderman Peel High School we aim to;

- Teach to a high standard with a personal approach.
- Create a stimulating, inclusive environment.
- Motivate students to become independent and ambitious learners.
- Build positive relationships.
- Prepare our students for an active, healthy and positive future.
- Value and reward the diverse talents within our school community.

At Alderman Peel High School we believe;

- Every child has a unique talent within them.
- Experiences and opportunities can transform lives.
- Learners should be equipped with the skills and attributes for a rapidly changing world, which is technological, interactive, tolerant and globalised.
- The strengths, values and feature of sport help to raise standards; through challenge, competition and leadership, as well as providing opportunities for teamwork and independent learning are inspirational.

How we identify if a student has SEN

There are a variety of ways students at Alderman Peel High School are identified as having Special Educational Needs.

- Discussions with the student
- Discussions with parents
- Discussion with school staff who raise concerns
- Primary school meetings, assessments or transition visits
- Pupil progress monitoring throughout the school year
- Liaison with external agencies such as NHS or Social Services

What can we do to help?

If a learner is identified as having SEN, we will strive to deliver provision that is additional to or different from '*the normal differentiated curriculum intended to overcome the barrier to their learning*'.

Our teachers and TAs use a variety of strategies to enable access to the curriculum and ensure maximum engagement of students. These may include:

- Differentiation
- Visual timetable
- Writing frames
- iPads, laptops, Dictaphones
- Peer buddy system
- Positive behaviour rewards system

Pace and challenge activities

Within the SEN department we also offer;

- Social skills groups.
- Sound Discovery
- Toe by Toe
- Word Shark
- Hornet/Word Wasp
- Lego for Communication
- Holkham horticulture project
- Peer / buddy system.
- Lifeskills group
- Nurture provision
- Independent travel training
- Keyworkers.
- Time out sessions.
- Student mentoring.
- Break and lunchtime quiet area.

Where SEN students receive intervention, individual education plans are created for them. These are discussed and evaluated regularly, with parents and pupils. Some students may require access arrangements in examinations. In these cases applications are made to the relevant examination boards following in-house assessments and implemented accordingly.

<p>How do we review and evaluate our interventions?</p>	<p>Monitoring progress of students is an integral part of teaching and leadership within our school, and is done through data drops, learning walks, book looks, student meetings and parent consultations. Parents, carers and pupils should feel able to have their say at every point in the plan, do, review cycle.</p> <p>Reviewing progress needs a co-ordinated approach from all parties. This is usually a formal meeting held at least twice a year where progress and next steps are discussed. If a learner has an Education, Health& Care Plan (EHCP) the same review meetings take place but an additional formal annual review of the plan will be scheduled.</p> <p>The Senco collates the impact of interventions and progress data of all SEN students, and this is scrutinized by senior leaders and Governors. Our data is monitored by the local authority and Ofsted.</p> <p>At intervals during the year students are requested to complete evaluation sheets regarding their provision and support and a focus group of student ambassadors meets regularly to evaluate SEN provision in the school and how it could be improved.</p>
<p>Funding for SEN</p>	<p>Alderman Peel High School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as the ‘SEN memorandum’. Slightly higher rates of funding are available for students with EHCPs. We can also apply for “Top Up” funding in cases of exceptional or unexpected need. A robust framework for application to access this funding is in place. In recent years we have also benefitted from funding via the Cluster system to secure our SEN hub building, and from grant-giving bodies such as Wells Carnival committee to fund specialist equipment and resources for some of our SEN students.</p>
<p>Looked After Students</p> 	<p>We recognize that students with SEN who are in Local Authority care are particularly vulnerable to underachievement, marginalization or abuse. We have a designated LAC co-ordinator who meets regularly and works closely with the SENCO to monitor the academic and social progress of all SEN LAC students, and reports back regularly to carers and the Local Authority via the child’s Personal Education Plan (PEP)</p>

Disabled Students



The Equality Act 2010 definition of disability is;
‘A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.’

Sector 1(1) Disability Discrimination Act 1995

The legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make reasonable adjustments to accommodate them.

We are committed to making all necessary reasonable adjustments to ensure we comply with the Equality Act 2010 to meet our students’ needs. Specific requirements would be discussed and implemented with students and parents on an individual basis.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. There is a significant overlap between disabled children and young people with SEN, and students may therefore be concerned by both SEN and disability legislation.

Bullying

At Alderman Peel High School we strive to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. All concerns or reports from students, staff or parents are fully investigated and appropriate action is taken to support students who have Special Educational Needs. Please view the schools bullying policy on our website for further information.

Transitions



Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Students may be moving from our school to another, one key stage to another, having a new subject teacher or moving onto a post 16 provider. Alderman Peel works hard to ensure positive transitions are experienced by our students and all relevant details are passed on. Your child may be assigned a keyworker to oversee their needs and difficulties. Transition arrangements will be discussed with you and your child well in advance. Transition beyond school may involve co-ordination with other providers or agencies, and may begin well in advance of transition dates. In some cases it is necessary to establish keyworker links with the post 16 provider. This ensures effective support strategies are shared and any necessary adjustments are made prior to transfer. Alderman Peel High School ensures all students with SEN make the relevant post 16 applications, attend their interviews and have a secured placement offer. Many of our students move on to local colleges including Easton & Otley, Fakenham, Reepham and College of West Anglia.

Have your say



Alderman Peel High School is a community school. Together we can shape and develop provision for all of our learners, ensuring achievement for all. This report outlines our annual offer to learners with SEN, however, in order for this to be effective, it needs the views of all parents/carers, learners, governors and staff. If you would like to feedback or comment on this information report, please do so. If your child attends Alderman Peel and you would like to find out more about community sources of help, support and activities for your child and family, we will be pleased to signpost these to you.

Useful Links

Special Educational Needs and Disabilities (SEND) Local Offer: www.norfolk.gov.uk/SEND
Norfolk SEND Parent Partnership: www.norfolksendpartnershipiass.org.uk
DfE Children and Special Educational Needs (SEN): www.gov.uk/children-with-special-needs
DfE Children and Families Bill: www.gov.uk/children-and-families-bill-2013
British Dyslexia Association: www.bdadyslexia.org.uk
Adapted specialist daily living equipment: www.healthandcare.co.uk
Asperger East Anglia: www.asperger.org.uk
ASD Helping Hands: www.asdhelpinghands.org.uk
Young Minds : www.youngminds.org.uk
ADHD Support: www.ukadhd.com
Speech and Language Therapy: www.ecch.org

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