



## SEND INFORMATION REPORT / ALDERMAN PEEL HIGH SCHOOL - 2016/17



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. 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.

### Who to speak to?



People to contact in the academic year 2016/17 regarding Special Educational Needs are:

- 1). Your child's Form Tutor
- 2). Senco: Mrs Kate Norman ([knorman5yrt@nsix.org.uk](mailto:knorman5yrt@nsix.org.uk))
- 3). Headteacher: Mr Alastair Ogle
- 4). SEN Governor and Chair of Governors: Mr Chris Beek

Alternatively, you may wish to visit the Norfolk County Council Schools website : [www.schools.norfolk.gov.uk/SEND](http://www.schools.norfolk.gov.uk/SEND)  
This Local Offer reflects the policy of the governors towards SEN in all Wells Federation schools.

### Our students



The profile of students who have Special Educational Needs in Alderman Peel High School as at September 2016 is as follows;

- 71 % Cognition and Learning
- 8 % linked to Communication and Interaction
- 12 % linked to Physical and Sensory
- 9 % linked to Social, Mental and Emotional Health

## Our Team



We currently employ 8 Learning Support Assistants who deliver specific interventions in small groups, in class or to individual students: 3 are part-time and 5 are full-time. Our support staff have a variety of specialisms including English, Maths, Science, Dyslexia, ASD, off-site provision, KS4 and Study Support. Deployment of these staff is outcome driven and outlined in the provision mapping process within the department.



## 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 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. For more details visit the school website.

Our School's Improvement and Development Plan outlines the training and development of the school and its learners over the next academic year. Our plan for 2016/17 is available from the Headteacher at the school. We strive to create a learning environment which is flexible and creative to meet the needs of all members of our school community. We regularly monitor and report on pupils' progress and staff assess continually to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings.

To discuss your child's progress, you should contact the form tutor initially or individual subject staff via the website or telephone.

### ***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.

**“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.

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.

1. Discussions with the student
2. Discussions with parents
3. Liaison with previous school / staff / Family Support Advisor
4. Alderman Peel High School Senco attending primary school meetings about individual students
5. Primary school assessments
6. Discussion with school staff who raise concerns
7. Pupil progress monitoring throughout the school year
8. Liaison with external agencies
9. Discussion / meetings with primary Sencos (Cluster Senco meetings)

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*'.

All staff at Alderman Peel High are expected to adapt the curriculum and their teaching style to ensure access to learning for all students in the class. The Teacher Standards for 2012 detail the expectations on all teachers. At Alderman Peel we are proud of our staff and their continued professional development.

Our teachers 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
- Practical learning tasks
- Questioning techniques
- Pace and challenge activities

Each learner identified as having SEN is entitled to support that is '*additional to or different from*' a normal differentiated curriculum. The type of support offered will be dependent on the students individual needs and will be outcome and impact assessed to ensure it has helped overcome the student's barriers. Support is outlined on a provision mapping system which details what interventions are available. The provision map is modified annually.

Within the SEN department we offer

- Social skills groups.
- Accelerated Reader
- Sound Discovery
- Toe by Toe
- Word Shark
- Hornet/Word Wasp
- Titan independent travel programme
- Lego for Communication
- Holkham horticulture project
- Peer / buddy system.
- Adaptations to timetable / curriculum.
- Keyworkers.
- Time out sessions.

## More Specialist Help

For some students we may seek advice from specialist teams. In our school and cluster we have access to various specialist teams. We also have services universally provided by Norfolk County Council which are described on the local offer website available here at Alderman Peel High School.

Alderman Peel has a range of assessment tools available including;

- Dyslexia Portfolio
- WRAT
- British Picture Vocabulary Scale (BPVS)
- Hodder Single Word Reading
- Hodder Sentence Reading
- Hodder Speed Reading tests
- Graded Word Spelling
- Diagnostic Reading Analysis
- Visual Stress Assessment
- Short Stay School - Educational Psychologist, ADHD and ASD Support
- Advisory Support teacher (shared with the cluster)
- School 2 School support
- Access through Technology (ATT)
- Sensory support
- CAMHS
- Speech & Language Therapist

How do we check if interventions are effective?



Monitoring progress of students is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We adhere to the assess, plan, do, review model ensuring that parents/carers and pupils are involved in every step. Provision and outcome are agreed by the parties concerned at the plan and review stages.

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.

The Senco collates the impact of interventions and progress data of all learning and it is collated by the whole school and monitored by teachers, senior leaders and Governors. Our data is monitored by the local authority and Ofsted.

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 termly to evaluate SEN provision in the school and how it could be improved.

Funding for SEN

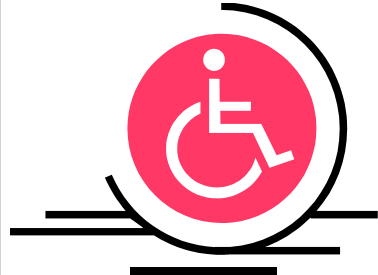


Alderman Peel High School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as a 'SEN memorandum'. The Wells Cluster of schools also receives funding from the Local Authority for Exceptional Needs. This funding is for learners who require support that exceeds that which is available to the school. This is called 'Top Up' funding. A robust framework for application to access this funding is in place.

- The Wells Cluster of schools has a signed governance agreement to enable us to work closely and effectively together.
- The Wells Cluster is committed to working together to improve outcomes for our pupils. We regularly share training opportunities, resources, expertise and enrichment activities.



## 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 the local Guidance Advisor who works and meets with a selected group of students and their parents. The Guidance Advisor works with these stakeholders and the Senco to produce a Learning Difficulties Assessment which is passed onto the prospective provider.

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](http://www.norfolk.gov.uk/SEND)

Norfolk SEND Parent Partnership: [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

DfE Children and Special Educational Needs (SEN): [www.gov.uk/children-with-special-needs](http://www.gov.uk/children-with-special-needs)

DfE Children and Families Bill: [www.gov.uk/children-and-families-bill-2013](http://www.gov.uk/children-and-families-bill-2013)

British Dyslexia Association: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Asperger East Anglia: [www.asperger.org.uk](http://www.asperger.org.uk)

Alderman Peel High School, Market Lane, Wells-next-the-Sea Norfolk NR23 1RB Tel: 01328 710476

[www.aldermanpeel.norfolk.sch.uk](http://www.aldermanpeel.norfolk.sch.uk)

PREPARING FOR THE NEXT STEP

HAVE YOUR SAY

USEFUL LINKS