

SEND INFORMATION REPORT - ALDERMAN PEEL HIGH SCHOOL



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 regarding Special Educational Needs are:

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

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

Our students



There are currently 133 students on the school role with a Special Educational need of some kind. The profile of students who have Special Educational Needs in Alderman Peel High School as at September 2017 is as follows;

- 72 % Cognition and Learning
- 6 % linked to Communication and Interaction
- 10 % linked to Physical and Sensory
- 12 % linked to Social, Mental and Emotional Health

Our Team



We currently employ 7 Learning Support Assistants who deliver specific interventions in small groups, in class or to individual students: 1 is part-time and 6 are full-time. Our support staff have a variety of specialisms including English, Maths, Science, Speech and Language therapy. Dyslexia and Emotional support. These staff are deployed to lead evidence-based interventions, support groups, vocational learning and targeted emotional support mentoring, as well as supporting students in the mainstream classroom.

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 2017/18 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. If you have concerns about the wider progress of a child with SEN, please call or email Mrs Norman, or pop in to arrange a meeting during her open hours on Wednesday afternoons.

At Alderman Peel High School we aim to;

- Teach to a high standard with a personal approach.
- Create a stimulating, inclusive holistic experience for every child.
- 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.

“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
6. Discussion with school staff who raise concerns
7. Pupil progress monitoring throughout the school year
8. Liaison with external agencies such as health services or CAMHS

What can we do to help?



If a learner is identified as having SEN, we will work to develop individualized provision for them 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:

- Differentiated outcomes or objectives
- Visual timetables
- Writing frames
- iPads, laptops, Dictaphones
- Peer buddy system
- Positive behaviour rewards system
- Practical learning tasks
- Questioning techniques
- Pace and challenge activities

The type of support offered will be dependent on the student's individual needs and will be outcome and impact assessed to ensure it has helped overcome the student's barriers. Support is outlined on our provision map, and in each child's One Page Profile, which is reviewed termly.

Within the SEN department we offer;

- Social skills groups.
- Reading Eggs
- Rapid Plus
- 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.
- Student mentoring.

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 and assessment pathways. These include;

- Dyslexia Portfolio
- Visual Stress Assessment
- Educational Psychology
- Emotional Support mentoring (ELSA)
- Point 1 Counselling
- Benjamin Foundation
- Advisory/Behaviour Support teachers
- Speech & Language Therapist
- Access through Technology (ATT)
- Sensory support
- CAMHS
- School 2 School Support

How do we check if interventions are effective?



Monitoring progress of students is an integral part of teaching and leadership within our school. We review and report to parents termly for all children through reports, parents' evenings and parental access to the SIMS learning gateway. For students with SEN we also hold termly target review meetings, where provision is discussed and can be tailored on request.

Staff and student feedback is used alongside tracking data to ensure pupils are supported to make good progress, following the Assess, Plan, Do, Review cycle to ensure interventions are being effective.

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 a very small amount of 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. The process for accessing this funding is currently under review by NCC, but is likely to involve writing and submitting an individual bid, based on a child's exceptional needs.

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 school’s 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. They may be supported to visit post-16 providers, or to write CVs and college application forms. They may have extra careers education or support. Transition arrangements will be discussed with you and your child well in advance. 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: <http://www.norfolksendpartnershipiass.org.uk/>

DfE SEND Code of Practise 2015: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information on School Specialist Resource Bases: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/specialist-resource-bases-srbs>

British Dyslexia Association: www.bdadyslexia.org.uk

Asperger East Anglia: www.asperger.org.uk

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