

SEND Information Report for Acle Academy 2019 - 2020
Part of the Norfolk Local Offer for Learners with SEND
Addendum: Response to COVID 19 – please refer to page 18

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. At Acle Academy we aim to offer excellence and choice to all our SEND students and we are committed to working together with all members of our school community.

Our SEND report has been produced with students, parents/carers, governors and members of staff. We welcome your feedback and future involvement in the annual review of our offer. Please contact our SENDCo, if you would like to be involved. The best people to contact are:

Lisa Frary – SEND Coordinator (01493 750431) lfrary@acle.norfolk.sch.uk
Isabel Cator – SEND Governor info@acle.norfolk.sch.uk
Lisa Frary– Staff (Teaching) Governor
Matthew Arrowsmith-brown – Chair of Governors
Helen Watts – Principal hwatts@acle.norfolk.sch.uk
Daniel Thrower– Executive Headteacher (Wensum Trust)

This report is reviewed (at least) once every academic year.

Last review: Sept 2019

Next Review: Sept 2020

UPDATED: April 2020 (COVID 19 response)

* All school policies relating to this publication can be located at www.acle.norfolk.sch.uk

Welcome to Acle Academy (a Wensum Trust school) – We are an 11 – 16 school located in the heart of the Norfolk Broads. Acle Academy is fortunate to be just a short distance from the extensive waterways, paths and marshes that make up this beautiful part of Norfolk. We have roughly 450 students, 33 of whom are students on our SEND register.

➤ **Our current profile of students with SEND:**

Category of need:	Includes:	Percentage of learners (x33 students):
Cognition and Learning (C and L)	Moderate Learning Difficulties (MLD)	21%
Communication and Interaction (C and I)	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	27%
Social, Emotional, Mental Health difficulties (SEMH)	Attention Deficit Hyperactive Disorder (ADHD) Emotional and Behavioural Difficulties	40%
Sensory and/or Physical needs (S and P)	Physical Disability (PD)	12%

N.B Some of our students have complex needs, so they have a primary category of need followed by a secondary and sometimes a tertiary category of need.

➤ **How we identify and assess students with SEND:**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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 post-16 institutions”**

The following ways are used to identify students with a SEND:

- Liaising with primaries/schools and parents to gain information on new students
- Baseline assessments in curriculum areas once students join us
- Tracking data
- Intervention data
- Round robins
- EHCPs (or when SEND support has been given, IEPs/Passports)
- Assessment using educational psychologist (or other similar qualified professional)

Our SENDCo visits all feeder schools to discuss SEND when new year 7s join us. We look at all students who have been identified as students having a SEND in a previous school and put students with EHCPs and high needs straight onto our register. Other students will be put onto our ‘SEND additional needs register’ so we can monitor them. After a term our SENDCo will look at tracking data and any intervention data or reading/spelling scores etc., consult SEND learning walk notes

and conduct a round robin for these students to decide whether they need to be placed on the SEND register. If a student is placed on the SEND register, then the parents / carers will be contacted.

If a learner is identified as having a SEND, we will provide provision that is 'additional to or different from' the usual differentiated curriculum, intended to overcome the barrier to their learning. Most youngsters with a barrier to learning can be supported via our universal provision e.g. tailored intervention, Quality First Teaching, mentoring etc. At Acle Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

We will continue to maintain registers of specific SEND difficulties in order to determine our school profile and follow the progress of our learners. This also enables us to effectively plan professional development for our staff.

➤ **How we work with parents, outside agencies and students with an identified SEND:**

Every student on our register has a termly review (and if they have an EHCP, an annual review as well) where we set out a plan of action for that student. We make sure that at each review point, the student's and parents' views are taken into consideration when either setting a new target(s) or changing an element on the student's SEND passport (see 'how we support our students' section). We use the student's tracking data and information gathered on their SIMS/Classcharts profile as the basis of the termly SEND reviews and action plans. We then have a friendly chat with the student to see how they think they are getting on / discuss what their target(s) should be and then contact the parent to discuss the review with them. Tracking data is gathered every term from each subject area.

N.B. We also work closely with outside agencies. Any outside agency who is involved with the student will also be consulted during the review process. If it is deemed necessary from a review (or any other means) that a student should be referred to an outside agency, then we will begin the appropriate process of referral for that particular agency. Please see 'our provision' section for a list of agencies we work with.

➤ **Just a note on Education, Health Care Plans (EHC Plans):**

Since September 2014 there has been a joint commissioning duty which requires formal planning between education, health and social care services which is set down in the new Code of Practice.

The majority of young people with SEND will have their needs met within our mainstream provision. Since September 2014 no new assessments for *statements* have been offered by the local authority. New requests for an assessment of SEND are now considered under the new legislation. Young people with pre-2014 statements have all transferred to the new *EHCP* system.

If you think your child/ren require an EHCP, please get in contact with our SENDCo to discuss whether they would meet the criteria.

➤ **Preparing For The Next Step:**

Transition is a part of life for all learners. This can be a transition to a new class in school, or moving on to another school, training provider or moving in to employment. Acle Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition to secondary school will be discussed early on in Year 6 to ensure time for planning and preparation. Our SEND Department host bespoke SEND inductions for vulnerable students in the summer term of Year 6 prior to whole school induction. Anxious students are encouraged to visit as often as they wish prior to starting in Year 7. Our SENDCo (along with our Assistant Head, PDBW, and our KS3 Progress Leader) visit cluster primaries to gather information to ensure smooth transition in September.

In Year 11 the SEND Department liaises with 6th Forms, colleges and training providers to ensure continuity of support after Year 11 for SEND students. Our Careers and Guidance Advisor, sees Year 10 and Year 11 students to give high quality advice to them (and their parents) regarding FE courses. This service is available to young people up to the age of 25. Additional

transition visits from school to college are available for vulnerable students. This includes TITAN support during the summer holidays.



➤ Our Approach to Teaching Learners with SEND:

“We’re A’ Jock Tamson’s Bairns” (Old Scots saying which means ‘we are all the same under the skin’)

This is the philosophy which underpins our attitude to anyone who may need some extra learning and emotional support regardless of ability, colour, creed and race.

From September 2014 all schools in England began operating under a new Code of Practice which dictates how to meet the needs of young people deemed to have special educational needs and disabilities (SEND) to ensure they make the best possible progress in school. At Acle Academy we aim to be as inclusive as possible with the needs of SEND students being met in a mainstream setting and where ‘Quality First Inclusive Teaching’ enables and empowers most of our students to overcome barriers to learning. Regardless of whether students have a diagnosis or not, we aim to holistically meet their academic, social and/or emotional needs so that they are prepared for life beyond school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners and staff regularly assess our young people, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular student progress meetings and staff also engage in coaching and tailored interventions which we consistently evaluate for effectiveness and progress.

➤ **Our strategies to support students:**

Our school day runs from 08.55am to 03.30pm:

08.55 – 09.25: registration / form period / assembly

09.25 – 10.25: period one

10.25 – 11.25: period two

11.25 – 11.40: break

11.40 -12.40: period three

12.40 – 1.25: lunch

1.30 – 2.30: period four

2.30 – 3.30: period five

Every student on our SEND register has a double sided A4 SEND passport. The SEND department advise on how best to support our students within the passport. The strategies are split up into 'general', 'literacy' and 'numeracy' strategies. Also listed within the passport is the student's KS2 baseline data, their barriers to learning and what their interests are. *Some examples* of strategies are listed below:

General:

- Visual timetables and adapted resources
- iPads, laptops or other recording devices
- Giving simple instructions and chunking tasks (and giving students lists to tick off / follow what they are doing)
- Being aware of students who may need 'refocussing' during the lesson
- Giving students a particular role in group work
- Whether or not to use sarcasm or irony with a student
- Whether a student should be allowed a fiddle toy (supplied by the SEND department)

- Whether a student has a buddy or not
- Using the positive rewards system
- If a student has a key TA / worker
- Any outside agencies involved with the student (if relevant)

Literacy:

- Making sure a word bank is available
- Making sure literacy feedback is very specific to enable students to progress
- Giving bullet points to help the student structure their work
- Giving the student a writing frame

Numeracy:

- Keeping explanations simple and make the context relevant to personal life *e.g using everyday objects when explaining the differences between two- and three-dimensional shapes*
- Suggesting alternative approaches and methods (if the student has difficulty with the first method offered)
- Using illustrations to link numerical and verbal descriptions of mathematical problems
- Using questions progressively with images to develop conceptual understanding of topic

SEND STUDENT REPORT

Y7/8/9/10/10 Student name (ASD traits: K: SEND support) SG: N PP: N

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Strengths:

- Can struggle in social situations
- Struggles with inference and 'imaginative thinking'
- Sometimes struggles with theory
- Spelling and grammar can be a challenge
- Low self-esteem

Interests:

- Football
- Music
- Boxing
- Swimming

General Strategies:

- Give clearly sequential instructions in plain English
- Check his understanding of tasks
- Give clear rules to group work
- With new skills, '****' will need to be fully confident before attempting them
- Praise at every opportunity on '****' days on this
- '****' may require time to reflect during test situations and may require rest breaks during internal exams
- Use language that does not use sarcasm or irony
- Simplify language and make it specific to '****'
- '****' needs opportunities to 'overhear' and gain new information / skills
- May tap or hum - please just give a gentle reminder, he doesn't always realise he is doing this
- Has Edgell box

KS2 baseline data:

English - 2
Maths - 5

E of Y target:
Reading score:

Literacy Strategies:

- Make sure a word bank is available
- Make sure literacy feedback is very specific to enable him to progress
- Give '****' bullet points to help him structure his work

Numeracy strategies:

- Keep explanations simple and make the context relevant to personal life e.g. using everyday objects when explaining the difference between two- and three-dimensional shapes
- Suggest alternative approaches and methods if one does not work for him e.g. using different methods for long division
- Use illustrations to link numerical and verbal descriptions of mathematical problems, e.g. fractions using pizza slices as the model
- Use questions progressively with images to develop conceptual understanding of high-eg. 'could you share the pizza equally between two people if it was cut like this?'

Most recent SEND review / target can be found in:
[\[redacted\]@wensum-trust> SEND review](#)

Access arrangements info is on sheet on the SEND rep:
[\[redacted\]@wensum-trust> SEND rep](#)

For most recent SEND student tracking data (excluding students highlighted) go to:
[\[redacted\]@wensum-trust> TRACKING.pdf DATA](#)
If it still is not available contact [\[redacted\]@wensum-trust](#)

For most recent (general) tracking data go to:
[\[redacted\]@wensum-trust> TRACKING](#)

We have a 'SEND pathway' option at GCSE level. This is run by a combination of people. The SEND pathway is x1 option block (x5 lessons per fortnight) where students will receive extra literacy and numeracy lessons provided by our English and Maths progress tutors or are they can be allocated extra study sessions with our assistant SENDCo, depending on need. This 'pathway' was chosen so our students can boost their literacy and numeracy skills, as well as skills in other areas, throughout KS4.

When students go into KS4, they may need some extra support to be able to fully access their GCSE examinations/courses. These are called access arrangements. If a student has specific needs outlined in their EHCP then the student will automatically have those arrangements granted. If a student does not have an EHCP but we think the student requires access arrangements, then we put them forward to be tested by an outside assessor at the end of year 9. Our exams officer then confirms with parents/carers if their child/ren have been granted any arrangements.

In a nutshell...each learner identified as having SEND is entitled to support which is 'additional to or different from' the usual differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

➤ **Provision at Acle Academy:**

We have many different types of provision at Acle Academy. These are listed below:

Directly funded by the school:

- Specialist Teaching Assistants
- Literacy and Numeracy intervention
- Emotional regulation intervention and targeted individual work
- LAC designated teacher
- TITAN training
- Lunchtime and after school Homework Club
- Sanctuary Rooms (Inspire – SEND area- or ENGAGE. Before 9.00 a.m, breaks and lunchtimes)
- Pastoral Support Advisors (ENGAGE team)
- School Counsellors (weekly sessions)
- Access arrangements assessor (Pi Education)



Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs

- Careers and Guidance Adviser (Children's Services)
- S2S (school to school support offered by network of Norfolk Complex Needs Schools)
- Access Through Technology (ATT)
- Children's services (including Early Help intervention, if appropriate)

Provided and paid for by the Health Service:

- School Nurse (referrals can be completed in school)
- Occupational Therapy (Available to students with extra funding)
- CAMHS (Child and Adolescent Mental Health)

Voluntary agencies:

- Family Action Group (BEST) Leeway
- Norfolk Parent Partnership
- MAP
- Point 1
- B – Eat
- Nelson's Journey
- In school ex-YOT behaviour mentor (Volunteer)

Additional services paid for by the Wensum Trust:

- Educational psychologist
- Developmental trauma specialist

Acle Academy also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require further support which exceeds that usually available to the school. This is split up into two sets of funding. Acle Academy will receive funding of **up to** £1348 annually for students with EHCPs, depending on need. The SENDCo can also apply for 'top up' funding for SEND students who do not have an EHCP but require additional funding.

N.B We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available on: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>



➤ **Our expertise:**

Our SEND team comprises of a SENDCo, Assistant SENDCo and x5 teaching assistants. The roles and responsibilities of which are outlined in our SEND policy. We have specialists employed in visual impairment and mental health, dyslexia and TITAN. Other staff are developing their expertise in other areas, including developmental trauma, however we are constantly changing to meet the needs of our students and complete training when we need a refresher or when we encounter a new need.

The SEND department also conducts staff training. Our staff are trained mainly via INSET (but also via bespoke training days booked by individual staff members).

Where appropriate, our parents are invited to certain SEND training sessions and forums. Our SENDCo will email out ahead of the event.

➤ **Other Opportunities for Learning**

All learners at Acle Academy have the same opportunity to access extra-curricular activities and trips. We offer a range of additional clubs, activities and trips throughout the year. Please consult the 'extended studies' section on our website for full details of activities. We are committed to making adjustments to ensure participation for all students, so if you have any queries, please contact our SENDCo or our extended school co-ordinator to discuss specific requirements.

Our extended schools co-ordinator is Mrs I John: ijohn@acle.norfolk.sch.uk

➤ **Social and emotional development:**

At Acle Academy we offer a relevant and robust 'Character and Culture' programme, led by Mrs C Skarin. We also make sure that our lessons provide opportunities for social and emotional development. How and where this happens across the curriculum is included on all teaching staff's schemes of learning.

We have house teams (Ant, Bure, Thurne and Yare – you can tell by our ties which house we are in!) for inter-house events such as sports day. We also have house assemblies and other events which encourage students to interact and form relationships with peers of different ages and needs thus promoting a whole wealth of social skills development.

N.B. Please also see our list of 'provision' to see what support is available to help our students with social and emotional needs. See also: 'extended school' section on our website for lunchtime / after school activities.

➤ **Making sure our students are safe and well supported:**

Acle Academy is committed to safeguarding and we have an extremely proactive team. We have three main safeguarding leads and other key members of staff have also undertaken the designated safeguarding lead training. We are committed to following the set procedures and work closely with Children's Services. We have whole staff safeguarding training which is updated each year and any member of staff who joins us mid-year has to complete the training.

Our designated safeguarding lead is Mr N Bliss (Assistant Headteacher, PDBW) and the deputies are Miss L Frary (SENDCo) and Mrs H Watts (Headteacher). Miss L Frary is also the designated person for Looked After Children.

We actively promote an anti-bullying ethos through our Behaviour Policy as a framework for students and their learning. We also adhere to our Equalities Policy.

Any member of staff who is conducting a trip off site must follow the regulations for trips and complete a risk assessment, to be uploaded to the EVOLVE system so Norfolk County Council can sign it off and give the trip a green light.

We seek all stakeholders' views through our termly SEND reviews and action plans / annual EHCP reviews and actively encourage parents to get in touch. The school also conducts questionnaires at each parents' evening.

Our school site is secure and we have CCTV running at all times in key areas.

E-Safety is ensured via our ICT Resources, eSafety and Data Protection Policy and we have a network filter for staff and students which seeks to ensure that nothing inappropriate can be accessed while at school (including social media sites).

We have a lanyard so staff and students can tell whether or not visitors to the school are DBS checked. Any regular visitors will be DBS checked and added to our single central record. Any visitors who wear a red lanyard and do not have a DBS will be escorted at all times by a member of staff. We strictly follow Safer Recruitment procedures.

Attendance and reason for absenteeism from school are closely monitored by our attendance officer, Mrs J Bryant, to ensure we know of any student's whereabouts. Attendance interviews or in some cases home visits are also conducted by our attendance officer if there is an attendance concern.

We have on site first aiders and a community police officer link at Acle Police station.

N.B. Notices with our DSLs and first aiders listed are up around the school with their photos included.

➤ **Our accessibility plan:**

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a child with any disability can undertake virtually, if not all, of the same activities and curriculum as other students. Students with learning difficulties and those who need extension to their learning are given suitable additional help following consultation. Improvement to the school site and buildings have incorporated provision for disability in adults and children. Our accessibility plan outlines the ongoing review and evaluation process and our aims to improve our facilities and access arrangements. Please see our Accessibility Plan for more information.

➤ **Evaluating our effectiveness:**

We evaluate our effectiveness in a number of ways:

- Reviews conducted by our senior leadership team (Each department has a regular review)
- Monitoring visits conducted by our school's governing body
- Whole school development plan
- Questionnaires at parents' evening

- Self-Evaluation forms conducted termly
- Sub-team/department development plans
- Student tracking data (monitored by SENDCo / Heads of faculty / Progress Leaders) to monitor and implement interventions
- Student 'spot light' briefings for all staff to discuss student progress / students of concern

- SEND Students' reviews (showing holistic progress)

Students' academic progress is tracked every term and parents/carers will receive a half termly report giving details of this progress.

➤ **What to do if you disagree with us:**

Please contact our SENDCo, Headteacher, SEND Governor or any member of staff in the first instance if you have a complaint.

Miss L Frary (SENDCo) lfrary@acle.norfolk.sch.uk

Mrs H Watts (Principal) hwatts@acle.norfolk.sch.uk

Mrs I Cator info@acle.norfolk.sch.uk (mark as FAO SEND governor)

School phone number: 01493 750431

Our Complaints Policy can be found at www.acle.norfolk.sch.uk

Norfolk Parent Partnership (01603 704070) also provide excellent support to parents and carers of youngsters with SEND if you any further advice.

N.B. All polices mentioned in this report can be found on our website. If you require anything as a hard copy or braille, please contact the school office.

Addendum: Response to COVID 19

Appendix A

SEN INFORMATION REPORT- – in light of COVID-19, school closures and SEND provision

**Please note that this note is based on information available and is subject to change.*

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and ‘vulnerable children.’

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

Do I have to send my child to school?

Despite schools staying open for some children, the guidance is quite clear:

**‘If it is at all possible for children to
be at home, then they should be.’**

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next few weeks.

The Government have just passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

What is the advice from the Secretary of State for Children?

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to

decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

My child was due to have an annual review. What will happen now?

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be 'appropriate and proportionate.' However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and we will speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

Should the Government issue a notice to change legislation on Annual Reviews, we will continue to prioritise Annual Reviews for children transitioning from early years settings to schools, infant to junior school, junior and primary school to secondary school, secondary school to post-16 education or training, or between post-16 education and training.

The exceptions will be children and young people who will be subject to transfer of educational setting in September 2020 or September 2021.

September 2020: These cases will be prioritised to ensure that all children and young people have an identified onward setting for the following September where this is not already confirmed. In most cases, these annual reviews and amendments to EHC plans will already be underway or completed.

September 2021: These cases require an Annual Review in the summer term to ensure that their EHCP is updated in preparation for their next stage of education. These meetings can be undertaken virtually and should ensure that the EHCP is thoroughly reviewed and updated with advice from all relevant professionals.

My child is still attending school. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

Who can I contact?

We realise that these are difficult times for everyone. If you have any concerns or queries, please contact:

Lisa Frary (SENDCo, Acle Academy)

01493 750431

lfrary@acle.norfolk.sch.uk