



# SEND INFORMATION REPORT

2024-2025

Mr S Brett  
SENDCo and Assistant Principal  
[SENDCO@aldermanpeel.norfolk.sch.uk](mailto:SENDCO@aldermanpeel.norfolk.sch.uk)

# SEND INFORMATION REPORT for ALDERMAN PEEL HIGH SCHOOL - 2024-25



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;  
<https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

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.

**“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.

## Who should I speak to?



If you are concerned about your child's learning needs, you should contact;

- 1). Your child's Form Tutor
- 2). SENDCo: Mr Shane Brett ([senco@aldermanpeel.norfolk.sch.uk](mailto:senco@aldermanpeel.norfolk.sch.uk)) or 01328 710476
- 3). Headteacher: Mr Matt Hardman ([principal@aldermanpeel.norfolk.sch.uk](mailto:principal@aldermanpeel.norfolk.sch.uk))

In the event that you feel your concerns have not been adequately addressed by the school, you may also wish to contact;

- 4). Chair of Governors: Mrs Vicky Etheridge  
-who can be reached via school reception.

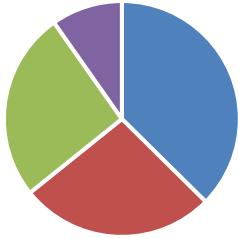
Our complaints policy can be viewed [here](#)

What sort of needs do you cater for?



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 Mr Brett or Mr Tawana, our head of admissions.

### SEND Profile - APHS



- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory & Physical

The profile of students who have Special Educational Needs in Alderman Peel High School as at September 2024.

- 'Cognition and Learning' remains our biggest area of need
- We have a similar number of students with 'Communication & Interaction' and 'Social, Emotional & Mental Health' as an area of need
- We have a lower area of need around 'Physical and Sensory'

**Who will be working with my child?**



The friendly learning support team is;

Mr S Brett- SENDCo  
Mrs L Yarham- HLTA  
Mrs S Clarke- HLTA  
Mrs M Somerton- HLTA  
Miss Farrow- TA  
Miss Holmes-TA  
Mrs S Smith - Maths TA  
Miss D Carter de Bois- Science TA

Our team has expertise in delivering specialist interventions for dyslexia, speech and language needs, emotional regulation, social and emotional health and numeracy. We run a weekly Nurture group and a fortnightly Forest School. We have flexible alternative curriculum options in place at KS3 and KS4 for students who need a greater level of personalization.

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
- Emotional Health support
- Autism specialist advisors
- School nursing service
- CAMHS
- Access Through Technology

among others. We will do this after discussions with parents, or when we have concerns that your child is not progressing as we would hope.

**How will you make sure my child makes good progress?**

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 is frequently carried out 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 work hard 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 tutor 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, or are welcome to call for a chat or a meeting at any time.

How do you identify if a child 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 or on arrival through baseline testing
- Liaison with external agencies such as NHS or Social Services

What support will my child get?



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. Within the classroom these may include:

- Differentiation within or between groups
- Deployment of a TA
- Extension or overlearning work
- Visual timetables
- Different coloured paper or enlarged resources
- iPads, laptops, using cameras to record work
- Positive behaviour rewards system
- Rest breaks

Within the SEN department we also offer;

- Talkabout social skills groups.
- BEAT Dyslexia.

- Lego for Communication .
- Holkham horticulture project.
- Lifeskills group.
- Nurture provision.
- Independent travel training.
- Keyworkers.
- Time out sessions.
- ELSA mentoring.
- Break and lunchtime quiet zone.
- Specialist revision and homework support.

Where SEN students receive intervention, individual education plans may be 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.

How do you check interventions are working?



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. 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 SENDCo collates the impact of interventions and progress data of all SEN students, and this is scrutinised by senior leaders and Governors. Our data is monitored by the local authority and Ofsted.


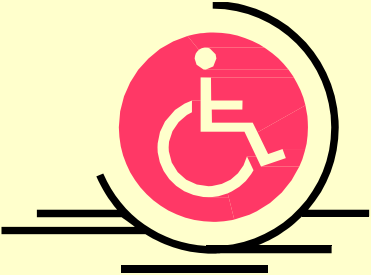

At intervals during the year students complete evaluation sheets regarding their provision and support and a focus group of learners meet regularly to evaluate SEN provision in the school and how it could be improved.

How is SEN funding used?



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'. Further monies known as Element 3 funding are available for students with EHCPs or in cases of exceptional or unexpected need, depending on the additional level of support they require. This is used to fund interventions, TAs and enrichment opportunities. In the 2024-25 year we have received less additional support as budget changes take place locally.

In recent years we have also benefitted from funding from grant-giving bodies such as Wells Carnival committee and

	<p>Wells United Charities to fund specialist equipment and resources for some of our SEN students.</p>
<p>What about Looked After (LAC) children?</p> 	<p>We recognise that students with SEN who are in Local Authority care are particularly vulnerable to underachievement, marginalisation or abuse. Mr Tawana is our LAC co-ordinator who meets regularly and works closely with the SENDCo 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>
<p>What about Disabled Students?</p> 	<p>The Equality Act 2010 definition of disability is; <i>'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</i></p> <p>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.</p> <p>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.</p>
<p>What about bullying?</p> 	<p>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 by the Pastoral team, and the Learning support department work closely with them to ensure appropriate action is taken to support students who have Special Educational Needs.</p> <p>Our robust behaviour policy can be found <a href="#">here</a>.</p>
<p>How will my child be supported at transitions?</p>	<p>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</p>



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. Children may be assigned a keyworker to oversee their needs and difficulties, and ensure effective working with the old or new provider begins well in advance of transition dates, from Christmas of the preceding year in some cases.

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, Access Creative, City College, Fakenham, Reepham and College of West Anglia, or are supported to seek apprenticeships with local employers.

Got more to 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.norfolksendpartnershipiass.org.uk](http://www.norfolksendpartnershipiass.org.uk)

Norfolk Family Voice: [www.familyvoice.org.uk](http://www.familyvoice.org.uk)

Nationwide SEN mediation service: [www.kids.org.uk](http://www.kids.org.uk)

DfE Children and Special Educational Needs (SEN): <https://www.gov.uk/children-with-special-educational-needs>

DfE Children and Families Bill: <https://www.gov.uk/government/publications/children-and-families-bill-2013>

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

Adapted specialist daily living equipment: [www.healthandcare.co.uk](http://www.healthandcare.co.uk)

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

ASD Helping Hands: [www.asdhelpinghands.org.uk](http://www.asdhelpinghands.org.uk)

Young Minds : [www.youngminds.org.uk](http://www.youngminds.org.uk)

ADHD Support: [www.ukadhd.com](http://www.ukadhd.com)

NHS advice and information: [www.justoneNorfolk.nhs.uk](http://www.justoneNorfolk.nhs.uk)

Speech and Language Therapy: [www.ecch.org](http://www.ecch.org)

Our SEND policy: <https://www.wensumtrust.org.uk/attachments/download.asp?file=3475&type=pdf>

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)