



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;

[SEND Local Offer - Norfolk County Council](#)

Alderman Peel High School is deeply committed to working in partnership with students, parents and carers, governors, our cluster schools, and the wider community. Through these strong relationships, we strive to ensure that every student can make meaningful progress, achieve their ambitions, and flourish both academically and personally.

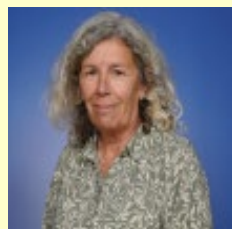
As of September 2025, Alderman Peel High School provides education for 605 students. Of these, 20% (121 students) receive SEN support, including 5% (30 students) who have an Education, Health and Care Plan (EHCP).



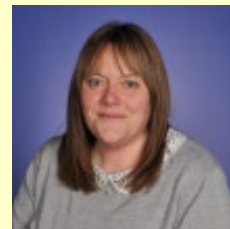
Mr Brett - "Every child deserves the right support to shine—my role is to unlock their unique potential and celebrate every success"



Mrs Yarham - "I believe every child can achieve greatness when given encouragement, understanding, and the chance to thrive"



Mrs Clarke - "Supporting children to grow in confidence and curiosity is at the heart of everything I do"



Mrs Hudson-Brown - "Helping pupils discover their strengths and love of learning makes every day rewarding"



Miss Holmes - "I'm passionate about creating a positive, inclusive environment where every child feels valued and capable"



Miss Carter De Bois - "Seeing children overcome challenges and achieve their goals is the best part of my role"



Mrs Smith - "I aim to inspire confidence, independence, and a lifelong love of learning in every pupil I support"



Miss Farrow - "Every small step forward for a child is a big reason to celebrate and keep striving together"

“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
(sendco@aldermanpeel.norfolk.sch.uk) or 01328 710476
- 3). Principal: Mr Matt Hardman
(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;

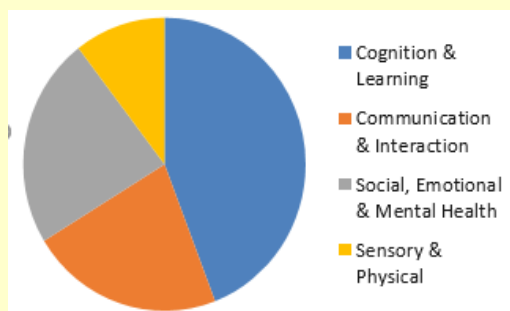
- 4).Chair of Governors: Mrs Vicky Etheridge
-who can be reached via school reception.

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 our linked Head of Year.



The profile of students who have Special Educational Needs in Alderman Peel High School as at September 2025.

- ‘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?



As well as our friendly learning support team who we have already introduced, 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
- Specialist Learning Support Teachers
- Occupational Therapists
- Speech Therapists
- Emotional Health support
- Autism specialist advisors
- Dyslexia outreach team
- School nursing service
- CAMHS
- Access Through Technology

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

Our in-house team has expertise and experience in delivering specialist interventions for a range of different needs. We are really proud of our weekly 'Nurture' group and our inclusive SEND-friendly spaces within school like our 'Becketts' and 'Hub' areas. We have flexible alternative curriculum options in place at KS3 and KS4 for students who need a greater level of personalisation.

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 forms part of our universal offer and monitoring is frequently carried out to ensure this is in place for all students.

Targeted support

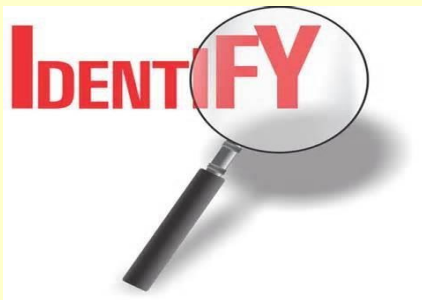


We work hard to create a learning environment which is flexible and creative to meet the needs of all members of our school community. Some students benefit from more targeted small group support, including having access to our more nurturing 'C' group tutor time and/or specific interventions that suit their area of need.

Our enhanced offer for those with very specific needs can include 1:1 or very small group opportunities, which are planned 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 other technology to record work
- Positive behaviour rewards system
- Rest breaks

What support will my child get?



Within the SEN department we also offer;

- Social skills groups
- Holkham horticulture project.
- Life skills group.
- Nurture provision.
- Independent travel training.
- Keyworkers.
- Time out sessions.
- Break and lunchtime quiet zone.
- Specialist revision and homework support.

Where students are categorised as requiring SEN support, 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.

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.

Parent/carers and pupils have the opportunity to have their say within individual education plans and are an important part of the assess, 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.

At intervals during the year student's 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 recent years we have also benefitted from funding from grant-giving bodies such as Wells Carnival committee and Wells United Charities to fund specialist equipment and resources for some of our SEN students.

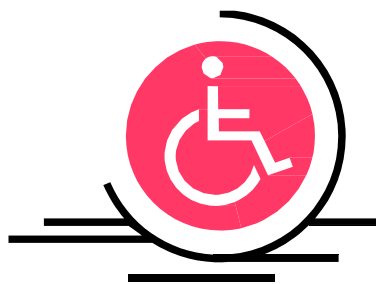
What about Looked After (LAC) children?



We recognise that students with SEN who are in Local Authority care are particularly vulnerable to underachievement, marginalisation or abuse.

Mr Brett (Assistant Principal Inclusion and SENDCo) is also the designated teacher and will 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)

What about 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*

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.

What about 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 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.

How will my child be supported at 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. 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 via sendco@aldermanpeel.sch.uk.

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

Norfolk Family Voice: www.familyvoice.org.uk

Nationwide SEN mediation service: 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

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

NHS advice and information: www.justoneNorfolk.nhs.uk

Speech and Language Therapy: www.ecch.org

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