JOHN F. KENNEDY CATHOLIC SCHOOL

SEND INFORMATION REPORT 2026-27

1. Who are the best people to talk to at John F Kennedy School about my child's difficulties with learning/ SEND?

The subject teacher, responsible for;

- Checking the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as required (using the SEND student information sheets)
- Personalised teaching and learning for your child
- Ensuring the school's SEND Policy is followed in the classroom

The SENCo, responsible for;

- Developing and reviewing the SEND policy
- Coordinating the support for students with SEND
- Ensuring you as parents/ carers are: involved in supporting your child's learning, kept informed about the support your child is getting; involved in reviewing how they are doing
- Liaising with external agencies involved in supporting your child, eg Educational Psychology
- Updating the SEND profiles and ensuring teaching staff are aware of your child's needs
- Providing specialist support for teachers and support staff in the school so that they can help students with SEND achieve the best possible progress

2. How does the school know if children/young people need extra help?

We use the following to help identify a young person's special educational needs:

- Reading, spelling and maths tests for all students joining John F Kennedy School
- KS2 transition data
- Information from previous schools
- Previous tests or assessments
- Parents concerns
- Teachers concerns
- Outside assessments
- Observations
- Further in-school assessments

(Please see the SEND Policy and SEND Criteria for full information)

We make provision for a wide range of special educational needs including:

- Autistic Spectrum Disorder

- ADHD/ADD
- Speech, Language and Communication Difficulties
- Moderate Learning Difficulties
- Visual Impairment
- Hearing Impairment
- Specific Learning Difficulties, e.g. dyslexia, dyspraxia
- Social, Emotional and Mental Health
- Cognition and Learning
- Medical needs

3. How should I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to their subject teacher or Achievement Leader
- If, following this, you are concerned your child has a special educational need, having spoken with the subject teacher and Achievement Leader, contact the SEN Department via Mrs K Clark, SEN administrator (kclark@jfk.herts.sch.uk)

4. What are the different types of support available for students with SEND at John F Kennedy School?

Targeted classroom teaching (Quality First Teaching)

- Teachers have the highest possible expectations for your child and all students in their class
- If an LSA is in their lesson, their support is targeted to ensure that learning progresses
- All students are fully involved in classroom learning and activities
- Strategies suggested by the SENCo or other professionals working with your child are in place to support learning
- Adapted resources based on students' needs
- Using additional aids as appropriate, such as laptops, coloured overlays, larger fonts, Google Read & Write
- Differentiated teaching styles, eg. longer time to process, pre-teach key words, reading instructions aloud
- Smaller class sizes where available

LSA Support

- LSAs will work on a one-to-one basis depending on student's need
- LSAs will support in small groups, under direction of the class teacher
- LSAs will provide Reader/Scribe support in exams and assessments in line with JCQ EAA guidance

Targeted small group intervention (Workshops)

- Reading, comprehension, spelling or numeracy
- Early bird interventions

- Run by specialist teachers or LSAs

Pastoral support

- Daily tutor group sessions with form tutor
- Weekly PSHE sessions with tutor group
- Access to Achievement Leader and non-teaching Achievement Leader Assistant
- Pastoral Support Co-ordinator
- Learning mentor and peer mentor support
- Lunchtime safe space/ homework club
- LSAs available for in-class support or as mentors
- Year 12 mentoring
- Student Services
- Counsellor (as appropriate)
- Life Coach
- Leader of Youth Ministry
- Links to GADE Family Support

External professionals

- You may be asked to give permissions for your child to be referred to a specialist professional. This will help the school and the family to understand your child's needs in more detail and offer advice on strategies to support them more effectively.
- The professionals may work directly with your child or they may make recommendations to be implemented by school staff.

Education, Health and Care Plans (EHCP)

- An EHCP will outline the learning, physical, health and social needs of a child, the outcome expected, what support should be used and what strategies must be put in place.

Support during school closure due to Covid-19 (or other national emergency)

- SENDCo to oversee support for students who have an EHCP or SEND support
- LSAs to support students remotely and ensure regular communication
- SENDCo to support class teachers with differentiated resources or learning platforms available as required
- SENDCo to liaise with external professionals and Local Authority

5. How will I know how my child is doing and how is progress measured?

- If your child is identified as having SEND the school will inform you
- We will share how your child is doing during the year at SEND Review Meetings, as well as via the normal reporting arrangements
- Students with an EHCP have a formal annual review with all professionals involved in the child's education
- Students on SEND support or with an EHCP will follow the graduated approach cycle progress towards outcomes reviewed termly
- Progress is continually monitored by the subject teachers, Achievement Leader and SENCo

- Formal assessments are completed once a half term by teaching staff and reported to parents three times a year
- We welcome and encourage parents to work with the school to support their child's progress
- Parents are welcome to contact the Learning Support Department during the school day to discuss any concerns they may have
- Students are involved in SEN review meetings and target setting

6. How will the learning provision be matched to my child's needs?

- Your views and those of your child, along with John F Kennedy staff's views, will help decide appropriate provisions
- All teaching staff work towards 'Quality First Teaching'. This ensures that provision is made in each lesson for the needs of all students
- Student Profiles will highlight the barriers to learning and strategies to support individual students
- Using a range of teaching methods to accommodate different learning styles
- Using appropriate classroom seating plans
- Providing specialist equipment for students with specific needs
- Providing Learning Support Assistant support in class as decided by the SENDCo
- Providing specialist teaching out of class if required
- Staff teaching your child will be told of his/her needs and be advised by the SENDCo regarding appropriate help
- Staff will also be told about any change in need or provision

7. How is extra support and school's resources allocated to students and matched to students SEND needs?

- We ensure that all students that have SEND have their needs met to the best of the school's ability with the funds available
- The school's budget includes money for SEND and the Headteacher decides on the budget allocation for SEND in consultation with the school Governors, based on the needs of students with SEND
- All resources/ training and support are reviewed regularly and changes made as needed
- The SEND support given to your child will depend on their need and how much their difficulty is 'additional to and different from that of their peers'
- Discussions with teachers, achievement leaders and parents will help to determine what additional support is required
- Evaluation of SEND support is reviewed with the SLT during fortnightly meetings held with SLT link

8. What specialist services and expertise are available at, or accessed by John F Kennedy School?

- Our SENDCO is fully qualified and accredited (NASENCO)
- Award of Proficiency in Access Arrangement Coordination (APAAC)

- Achievement Leaders, Achievement Leader Assistants, Learning Support Assistants, Student Services, Connexions, Learning Mentor, Life Coach
- We also have access to the following:-
    - Speech and Language Team
    - Communication Disorders Team
    - Sensory and Physical Impairment Team
    - Connexions
    - Child and Adolescent Mental Health Services
    - Dacorum Education Support Centre
    - Counsellors
    - Education Support Team for Medical Absence
    - Other services when required

9. What training have the staff who are supporting children and young people with SEND had or are having?

- John F Kennedy School have an ongoing programme of continuing professional development both in and out of school
- All staff have access to the SENDCo and Learning support Department who can give advice, and run training sessions on specific needs and updates
- SENDCo Surgery drop in for any staff to attend
- Whole school AET Tier 1 training
- Zones of Regulation training
- One member of staff has a qualification in teaching students with specific learning difficulties
- In Learning Support all staff are experienced and committed to the students in John F Kennedy School

10. What support is there for my child's overall wellbeing?

- Caring and understanding pastoral teams for each year support your child's social and emotional well-being
- Form Tutor that has responsibility for every child in their class
- Learning Mentor/Life Coach/ Counsellor
- Designated Senior Person for Safeguarding
- If further support is required, the appropriate member of staff will seek further advice and support. This may involve working with outside agencies such as Health and Social Care, CAMHS and/or special educational services
- The school nurse is available when required
- A number of staff are first aid trained
- Routine vaccinations are carried out at school
- LSA mentors/key workers

- Year 12 mentoring buddies

11. What support do we have for parents/ carer of a child with SEND?

- The subject teachers, Achievement Leader and SENDCo are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, a through a written report
- Target setting will be reviewed with your involvement
- Homework will be adjusted as needed to your child's individual needs
- Parents evenings will provide information about how your child is progressing and what support can be put in place at home
- Year group Information Evenings will give you curriculum information and ways that you can support your child at home (available for all students)
- If your child receives SEND support, the SENDCo will offer you the opportunity to discuss their education three times a year through SEND Review Meetings. We use the SEND Code of Practice 2014 model 'Assess, Plan, Do, Review'

12. How is John F Kennedy School accessible to children with SEND?

- John F Kennedy has five separate buildings, blocks A, B, C, D and M.
- The blocks with more than one storey do not all have lifts available but reasonable adjustments would be made as required
- There are disabled parking bays in the car park
- Handrails are provided for all stepped areas
- Teaching resources and equipment are accessible to all students regardless of their needs and reasonable adjustments will be made as required with recommendations from specialists, eg. visual impairment team
- After school and extra-curricular provision is accessible to all children including those with SEND and reasonable adjustments made as required
- All students have an equal opportunity to go on school trips. If needed extra support is provided

13. How will the school prepare and support my child to join the school, transfer to a new school or for the next stage of education and preparation for adult life?

See JFK Admission policy 'Students with an Education Health and Care (EHC) Plan'.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is supported.
Transition from KS2 to KS3:

- The Achievement Leader for Year 7 and a member of the Learning Support Department will visit your child's primary school
- If your child has an EHCP they will be invited to spend additional time in school getting to know the school and the staff
- Year 12 mentoring buddy may be allocated to help Year 7 settle into JFK.

Transition from KS3 to KS4:

- The Achievement Leader for Year 9, SLT and the SENDCo will provide support for students to discuss and give guidance for option choices
- There is an options evening for all parents to inform them about options and courses available
- Your child's subject teacher will discuss options with you at year 9 parents evening
- Option choices can also be discussed with members of the Learning Support department during termly reviews

Transition from KS4 to KS5:

- Students in Year 11 have a taster day for KS5 subjects
- Career guidance available through individual Connexions meetings
- Discussions about options will be held during annual review or termly review meetings
- All students take part in work experience in Year 10 to help them to think about KS5 choices

Transition from KS5 to further study/ employment:

- Guidance from the Sixth Form Achievement leader and department about the different pathways available
- Focused work and external speakers during PSHE

Moving classes/ year at John F Kennedy

- Information and student profile will be passed on to the new subject teachers in advance.

Moving to another school:

- All records about your child will be passed on to the new school as soon as possible

14. How will my child be able to contribute their views?

- The school council has an open forum for any issues or viewpoints to be raised via the form representatives
- Students with SEND will be set targets and asked their view at termly review meetings
- After interventions have been completed, students complete a questionnaire giving their views
- Feedback from students on support in class and lunchtime clubs is also sought
- We have an open door policy in Learning Support and students are welcome to speak to any member of the department

15. How will my child be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum, and we aim for all students to be included on school trips. We provide the necessary support to ensure that this is successful with guidance from specialists as required.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised

16. What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school has a positive approach to all types of behaviour and a clear system for allocating rewards and sanctions. This is followed by all students and staff
- If a student has behavioural difficulties, a report is used for teachers to write comments each lesson, with support and specific targets, this is monitored by the Achievement Leader
- After any behaviour incident, students are expected to reflect on their behaviour with an adult. This helps to identify why the incident happened, what the students could do differently and what support might need to be implemented to help with this
- Attendance of every student is monitored daily by the Achievement Leader Assistants. Lateness and absence are recorded and good attendance is actively encouraged throughout the school
- Members of the SLT and other staff are on duty during break and lunchtime to help students
- Students may spend time in Inclusion to reflect on their behaviour and help to make better choices
- Students may be referred to mentoring, DESC or other external agencies for agreed intervention and support

17. How is the effectiveness of SEND provision evaluated?

We evaluate the effectiveness of SEND provision by:

- Reviewing students' academic progress and progress towards outcomes
- Reviewing the impact of interventions each term
- Using student/ parents feedback
- Monitoring by the SENDCo
- Learning Support Department meetings
- Holding termly SEND review meetings
- Annual reviews for those with EHC plans

18. Who can I contact for further information?

- The first point of contact is your child's Form Tutor, subject teachers or the Achievement Leader for that year
- SENDCo- Ms M. Hobbs (mhobbs@jfk.herts.sch.uk)
- SEN administrator - Mrs K Clark (kclark@jfk.herts.sch.uk)
- SLT SEND Link- Mr M Jones (mjones@jfk.herts.sch.uk)

19. What if I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's complaints procedure (See School Complaints Procedure) or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/young people and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)

Concerns about statutory assessments of special educational needs should be raised direct with local authorities.

20. How can I find information about the local authority's 'Local Offer of Services and Provision for Children and Young People with Special Educational Needs and Disability'?

- Contact – www.hertsdirect.org/localoffer