

SEND Information Report 2026 – 2027



This report has been written to provide parents with information about SEND at John F. Kennedy Special School.



Our School

JFK Special School is part of the Learning in Harmony Multi-Academy Trust. It is located in Newham and offers specialist provision for young people aged 4–19 with special and additional needs, based across four sites (starting from the academic year 2026 onwards).

Jim Robinson is the **Executive Headteacher** of the entire school.

Jason Roynon is the **Head of School** at our **Newham South Provision**, which includes **Beckton** and **North Woolwich**.

Provision Overview at Beckton

- **Assistant Headteacher:** Jackie Bushnell, Halima Hussain and Shani Herberman
- Pupils: 100
- Pathways: Explore, Challenge and Formal

Site Description:

JFK **Beckton** offers specialist teaching and learning for secondary and post-16 learners with ASC (Autism Spectrum Condition) and communication needs. Classrooms are designed as low arousal environments, with access to food technology and mini-enterprise

activities. The site features a large multi-purpose hall, used for Physical Education and developmental activities. The site also has an IT immersion room and two Cubbies offering both sensory and interactive experiences. The site also has a life-skills room, which supports our young people in learning skills for preparation for life beyond school. Local community and leisure facilities are utilised to support the development of independence and life skills, through structured teaching and learning approaches. The outdoor area has been developed to include a multi-purpose gym, used for both physical development and to support pupils' self-regulation.

Provision Overview at North Woolwich

- **Assistant Headteacher:** Jackie Bushnell, Halima Hussain and Shani Herberman
- **Pupils:** 20
- **Pathways:** Explore, Challenge and Formal

Site Description:

Our **North Woolwich** site is equipped and developed to provide specialist teaching and learning for primary-aged students with ASC (Autism Spectrum Condition). The provision focuses on developing core skills that underpin successful early school experiences, with a strong emphasis on communication and independence.

Classrooms are spacious and adaptable, designed as low-arousal environments to support a wide range of learning activities and student needs. The outdoor play area includes a variety of play equipment tailored to support students' sensory and self-regulation needs. This space features two sunken trampolines, two large swing areas, and a variety of spinning play equipment, all selected to meet the diverse sensory profiles of the children.

Erika Bond is the Head of School at our Newham North Provision, which includes **Stratford** and **Plaistow**.

Provision Overview for Stratford

- **Assistant Headteacher:** Michelle Mahorn
 - **Pupils:** 67
- Pathways: Engagement, Explore, Challenge and Formal

Site Description:

Our **Stratford** site is equipped and developed to offer specialist provision for students with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD), including those with sensory impairments and complex medical conditions. Medical care plans are

implemented on site by staff who have received appropriate training, or by Health Care Assistants for students who require one-to-one support.

The site includes a range of specialist spaces and equipment, such as:

- A food technology classroom
- A sensory room
- A soft play area
- A trampoline for rebound therapy
- Outdoor learning areas

Classrooms are spacious, with storage for resources and specialist equipment. Each classroom is equipped with a ceiling track hoist and/or a mobile hoist to support students with physical needs.

Provision Overview at Plaistow

- **Assistant Headteacher:** Michelle Mahorn
- Pupils: 25
- Pathways: Formal

Site Description:

Our JFK Plaistow provision offers specialist learning for students with autism and communication needs, from secondary to post-16 age. Students at Plaistow tend to be more formally engaged ASC learners who benefit from a subject-specific curriculum.

The site features:

- Large classrooms
- A therapy room
- A common room where students can eat lunch, socialise, or develop life skills using a fully equipped kitchen

Students are supported to develop independence and progress in subject-based learning, with access to Eduqas Entry Level 1 and 2 qualifications.

The site also benefits from a fantastic outdoor space, which includes:

- A well-equipped gym
- A sunken trampoline
- A covered area
- Numerous planters that support students in developing horticultural skills

If you wish to arrange a visit please contact us:

Contact:

Beckton:

Tollgate Road, London E16 3LQ / **Tel:** 0208534 8544

North Woolwich:

68a Winifred Street, London E16 2HX / **Tel:** 0208534 8544

Stratford:Pitchford Street, London E15 4RZ / **Tel:** 02085348544**Plaistow:**Northern Road, London E13 9JA / **Tel:** 0203108 0390**School email:** info@jfk.lihtrust.uk**Meet our Team****Newham South Provision**

Jim Robinson
Executive
Headteacher



**Jason
Roynon**
Head of
School



**Jackie
Bushnell**
Assistant
Headteacher



**Halima
Hussain**
Assistant
Headteacher



**Shani
Herberman**
Assistant
Headteacher

Newham North Provision

Jim Robinson
Executive Headteacher



Erika Bond
Head of School



Michelle Mahorn
Assistant Headteacher

Working across both provisions

**Michelle
Richardson**
Deputy
Headteacher
Designated
Safeguarding Lead



Ellie Page
Family Support
Worker



**Charleston
Brown**
Family Support
Worker



Halima Hussain
Post 16 Lead



Special Educational Needs

What is SEN?

SEN stands for Special Educational Needs. A child has SEN if they need extra help with their learning or development, compared to other children of the same age.



A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (SEND Code of Practice 2015)

The school follow the guidelines outlined in the SEND Code of Practice and provide for the four categories of need:

	Cognition and Learning, including: • Learning difficulties; • Dyslexia & dyscalculia; • Focus, attention, or memory difficulties.
	Communication and Interaction: including: • Autism (ASC); • Social communication difficulties; • Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).
	Social, Emotional and Mental Health: including: • Attention Deficit Hyperactivity Disorder (ADHD/ADD); • Anxiety; • Dysregulated behaviour
	Sensory and Physical: including: • Physical needs (e.g. cerebral palsy, dyspraxia); • Deafness or hearing difficulty; • Blind or visually impaired.

Some children have more than one type of SEN.



Admissions to John F Kennedy Special

All students at JFK Special School have an **Education, Health and Care Plan (EHCP)**. This is a special plan that explains the support they need to do well in school.

School	Many of our students may have found going to school difficult in the past. Some may have had a hard time learning in a mainstream (regular) school, and others may have never been to a mainstream school at all. Before joining the school, we encourage parents and carers to come and visit JFK. It's best if this visit happens before a big review or assessment, so families can learn more about the school. To ask for a place at JFK, families need to contact the Local Authority SEND Team. The Local Authority will then send us all the important documents we need to decide if JFK is the right school for the student. If you'd like to visit JFK please call us on 0208 534 8544. Further information regarding our admissions process is on the school website: https://www.jfkspecialschool.lihtrust.uk/Admissions/
 Our approach to teaching curriculum adaptations for children with SEND	JFK Special School is a school for children and young people of all ages. This means we can give pupils a steady and joined-up way of learning as they grow. At JFK our goal is to make a lasting, positive difference in students' lives. We aim to help every student become a successful learner, confident individual, and responsible citizen. The focus for learning is on the individual pupil, meeting their needs and challenging them to progress at their own pace and level of development. Our curriculum is flexible and tailored to meet each student's needs. It is designed to support a wide range of learning difficulties and is personalised to help every student achieve their best. From Year 9, we start planning for adulthood, and our Post-16 curriculum builds on this with a focus on independence and life skills. It includes a range of qualifications and is guided by our Teaching and Learning Policy. We believe in supporting the whole student. We work closely with families, carers, and other professionals to give students the best chance to succeed. Parents are key partners, and we share progress regularly through person-centred reviews and meetings. Learning happens in small, teacher led classes where structure, routine, and clear communication are important. Lessons are designed to be engaging and help students build skills, independence and confidence. We also make use of community spaces and off site activities to enrich learning beyond the classroom.

	Each student has personal learning goals, which are regularly reviewed through observation and assessment. These are shared during annual reviews and parent consultations. Our Teaching and Learning Policy is on our school website.
 The role of parents	At JFK Special School, we believe that working closely with parents and carers helps our students to achieve well. We are fully committed to working in partnership with families to achieve the best possible outcomes for each young person. We understand that parents and carers know their children best, and we value your knowledge, insights and feedback. Communication Channels We keep in touch with families through a variety of methods, including: • Telephone calls • Home & School communication book • Letters, text messages or emails (as appropriate) • The school website • Annual Review meetings • Informal conversations during school visits (e.g. coffee mornings, school celebrations, or meetings with professionals) Parent/Carer Consultation Meetings Throughout the year, we offer parent/carers consultation meetings. These are valuable opportunities to: • Learn more about your child’s progress and experiences at school • Share what is working well • Discuss any concerns or areas for improvement Parental Involvement and Feedback

	We actively seek the views of parents and carers. You are encouraged to take part in discussions and decisions, especially when working with multi-agency teams supporting your child. Our Family Support Workers also run regular coffee mornings, where families can meet, share experiences, and access support in a relaxed environment. Open and Ongoing Communication We are always keen to hear what is working well and what is not for the families in our school community. We welcome feedback and will follow up on any communication to ensure we are working effectively together.
The role of the child 	At our school, we believe it's really important to listen to children when we're planning support for those with SEND (Special Educational Needs and Disabilities). We make sure that all pupils can have a say in what helps them learn and feel safe. There are different ways we do this, such as: • Using symbols and objects to help with communication • Giving clear choices using YES/NO cards • Creating pupil profiles that show what a child likes and dislikes Our staff always make sure to notice, listen to, and respect each child's response, no matter how they choose to communicate. We want every child to feel heard, understood, and supported.
Support that is available for parents 	<u>Local Authority Services</u> The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes: Health services (e.g. contacts for the NHS speech and language team) ;Schools including information about our school; Leisure activities (e.g. SEN sports clubs) • Newham's Parent & Carer Forum • Newham's SENDIASS: Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.

	National support services • NSPCC parent support helpline 0800 800 5000 • Click here for access to the Council for Disabled children • Click here for access to the National Autistic Society • Click here for a link to Special Needs UK • Click here for access to the Challenging behaviour Foundation. • Charities • For access to independent Parental Special Education Advice, click here • For support around grants, click here • For practical and emotional support, visit Scope here • For access to mental health support, click here • Click here for online support from parents of disabled children
 Staff Training	At our special school, all teaching and learning is planned by teachers. Our staff are trained to help every child learn in the way that works best for them. They go through special training when they start and keep learning new things all the time so they can support you better. We make sure all staff across the school are building the skills they need to support students. Some of the training our staff have includes: • Communication – like using Signalong and other ways to help children communicate • Physical development – helping you with movement and body skills • Multi-sensory learning – using sound, sight, touch, and more to help you learn • Structured learning – helping you understand routines and what to expect • SCERTS – learning how to support you with social communication and managing emotions • Medical training – like learning what to do for children with epilepsy or care plans • Team Teach – safe ways to help if you're upset or need support • Attention Autism – fun ways to help you focus and join in

	● Positive behaviour support – helping you feel calm and happy in school Our classes are small, with no more than 8 students in each. Every class has a teacher and at least 3 adults to support learning. Training is provided by different experts, including staff from our school, the wider trust, Newham’s OT Hub, and specialist speech and language therapists. We’re always learning new ways to help pupils do their best!
 Transition Support	JFK Special School has clear rules about who can join, to make sure we can give each student the right support for their learning and health needs. All requests for a place at our school come from Newham’s SEN Assessment Team. When we get the information from the local authority (LA), we invite the young person and their family to visit the school. This visit helps us learn more about them. Sometimes, we also visit the young person at home or at their current school to get a better understanding of what they need. If everyone agrees that JFK is the right school for the student, we will set a start date and create a transition plan. We know that starting a new class or school can feel like a big change, especially for children with Special Educational Needs and Disabilities (SEND). That’s why we work closely with families and other schools to make the move as smooth and calm as possible. This plan might include: ● Starting with shorter days and building up slowly ● Starting full-time straight away ● Or something in between Every plan is made to suit the student and what works best for them. Example transition booklet



Outside Agencies

We work with the following agencies to provide advice and support for children with SEND:

- Educational Psychologist
- Speech Therapists
- Early Help
- School Health
- Occupational Therapy
- CAHMS (Child and Adolescent Mental Health Services)

When we need extra advice from an external agency, we will discuss this and gain consent with the child's parent/carer before requesting their services and will share feedback and advice with parents/carers.

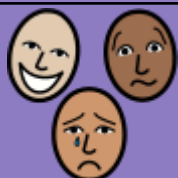


Educational visits

We make changes so that all children with SEND can take part in every part of school life, including community visits.

We always involve parents and carers in planning for these events and will review the support to make sure it meets your child's needs.

More information about how we make sure pupils with a disability / and or access our school please see our [Accessibility Plan](#)



Emotional and Social Development

At our school, we believe that children need to feel safe, happy, and supported to learn well. We are a caring and inclusive school where emotional wellbeing is a key part of school life.

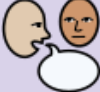
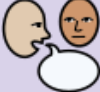
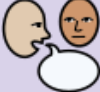
Children learn about their feelings and relationships through:

- A clear and age-appropriate PSHE (Personal, Social, Health and Economic) curriculum.
- Relationship, Sex and Health Education (RSHE) lessons that are adapted when needed for children with SEND.

If a child is struggling with their emotions or behaviour, we:

- Record all incidence and carry out a functional analysis of their behaviour
- Talk with parents/carers about any concerns.
- We follow clear systems to support behaviour and create Behaviour Support Plans.
- Work with specialists, such as an educational psychologist or

	CAMHS. We teach children how to keep safe online and offline (see Safeguarding policy) and follow our Anti-Bullying Policy to make sure all children are included, protected and listened to.
 SEND and Looked after Children (LAC)	Some children live with foster carers or in care because their parents cannot look after them. This is called being Looked After. It might be for a short time or long term. These children are cared for by the local council, and decisions about their care are made by social workers and the courts. For more information see the NSPCC (https://learning.nspcc.org.uk/children-and-families-at-risk/children-in-care) At our school, we know that being Looked After can affect how a child learns and feels. We work closely with foster carers, social workers, the Virtual School, and when possible, parents, to make sure every child feels safe, happy, and supported. These professionals make a Personal Education Plan (PEP). This plan has clear goals to help the child learn and feel supported. The plan is shared with the child's class teacher and other adults who help them. James Morris, Unity Harris and Ruth Bragg are the teachers who support our LAC children. They make sure their plan is followed and that they get the help they need. If a child who is LAC also has Special Educational Needs or Disabilities (SEND), they will have a Learning Plan (LP) too. This plan will include their PEP goals, so that all the adults working with them know what to do and how best to help.
 Complaint Procedure	If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may speak directly to the SENCO. If you wish to make a complaint, please follow the school's complaint procedure If you are unhappy with the Local Authority or school's responses you can contact the SEND Mediation and Disagreement Resolution Service. • This service is free, private, and independent from the council. • It helps parents and young people talk things through with the Local Authority or school. • Call them on 0800 064 4488. If you still don't agree with the Local Authority's decision, you can ask the SEND Tribunal to look at your case. • This is a government group that deals with SEND appeals.

	- You can also contact them if you think your child has been treated unfairly because of their disability. - Email: send@justice.gov.uk - Telephone: 01325 289 350										
 Glossary	<table border="1"> <tr> <td data-bbox="448 331 692 546">  SEND </td><td data-bbox="692 331 1482 546">Special Educational Needs and Disabilities</td></tr> <tr> <td data-bbox="448 546 692 748">  EHCP </td><td data-bbox="692 546 1482 748">Education, Health and Care Plan</td></tr> <tr> <td data-bbox="448 748 692 994">  SEND Code of Practice (2015) </td><td data-bbox="692 748 1482 994">Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities</td></tr> <tr> <td data-bbox="448 994 692 1263">  Co-production </td><td data-bbox="692 994 1482 1263">The term 'co-production' refers to a way of working where parents/ carers, children, teachers and outside agencies all work together.</td></tr> <tr> <td data-bbox="448 1263 692 1532"> Annual review </td><td data-bbox="692 1263 1482 1532">An Annual Review is a yearly meeting for children and young people with an Education, Health and Care Plan (EHCP). It checks their progress, looks at what support is working, and updates goals and plans for the year ahead.</td></tr> </table>	 SEND	Special Educational Needs and Disabilities	 EHCP	Education, Health and Care Plan	 SEND Code of Practice (2015)	Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities	 Co-production	The term 'co-production' refers to a way of working where parents/ carers, children, teachers and outside agencies all work together.	Annual review	An Annual Review is a yearly meeting for children and young people with an Education, Health and Care Plan (EHCP). It checks their progress, looks at what support is working, and updates goals and plans for the year ahead.
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For further information on our SEND offer, please see our [SEND/Inclusion policy](#) and [Accessibility Plan](#) which are both available on our website.

This report is written in accordance with the [Children & Families Act 2014 \(Part 69\)](#), the [SEND Code of Practice 2015](#), and [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#).