Special Education Needs and Disability (SEND) Information Report

Date of Review: September 2026

Reviewed by: Miss V Roberts, SENDCo

Agreed by Governors: September 2026

Date of Next Review: September 2027

Headteacher: Mr T Lane

SEND Governor: Ms H Goode

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1. Introduction

President Kennedy School SEND Information Report

President Kennedy School welcomes all learners and is committed to providing an appropriate curriculum which will allow students the opportunities to succeed and reach the highest level of both academic and personal achievement.

Students identified as having additional needs will receive support to help overcome their barriers to learning. President Kennedy aims to ensure that all students, regardless of age, gender, ethnicity, disability, special needs, prior attainment, and background will receive their entitlement to make progress and fulfil their potential.

In supporting students President Kennedy School aims to follow three key values:

- Learners first
- It's about learning
- No barriers.

Background information about the school and its provision for students with Special Educational Needs and Disabilities (SEND)

The school admitted 80 students with SEND in year 7 this year, 26% of the total year group. There are 377 students on the SEND register from Years 7 to 13, which is 21% of the total cohort.

Each Year group is referred to as a 'College' with a College Director, Progress Leader and Pastoral Leader. The College is responsible for the day to day allocation of Teaching Assistants and the direction and delivery of provisions and interventions for their students.

Year 7 students are educated within 'The Bridge'. This provision allows for a smooth transition from Primary school to Secondary school and enables staff to identify needs and implement support through appropriate strategies and interventions led by a specialist Primary teacher. Needs and provisions are regularly reviewed throughout each year. A key focus of The Bridge is to develop communication skills.

In Year 8, students move to 'The Gateway'. A key focus in Year 8 is the development of greater independence in learning. A specialist Primary teacher again leads interventions needed to support students with difficulties.

Year 9 has a key focus of preparation and readiness for GCSE level learning.

Years 10 and 11 focus on GCSE and other qualifications together with planning and preparation for each student's post 16 futures in education or employment.

In Post 16, there are 13 students who are SEND in Year 12 (9.4%) and 10 students in Year 13 (6.5%).

The school is located on the northern edge of the city and serves a relatively disadvantaged community. The school is situated within Coventry Local Authority. Some of our students live in the Warwickshire Local Authority area and are able to access services provided by them.

The school's percentage of students eligible for free school meals is higher than the national average.

Approximately 21% of students have special educational Needs or Disabilities. Of those with SEND approximately 3.2% have Education Health Care Plans

The students on the school's SEND register have a range of difficulties in each of the four SEND categories:

- **Communication and interaction** 216 students (12.1%). This includes 166 students with a diagnosis of Autism (8.4%)
- **Cognition and learning** 124 students (7%)
- **Social, Emotional and Mental Health** 31 students (1.7%)
- **Sensory and /or physical needs** 16 students (0.9%)

The designated SENDCo (Special Educational Needs Coordinator) is Ms Victoria Roberts. In the case of any absence, Mr Townsend will be acting SENDCo.

The SEND Governor is Ms Helena Goode.

2. Aims and objectives

Aims

Our SEND information report aims to:

- Set out how President Kennedy School will support and make provision for students with special educational needs and disabilities (SEND).
- Set out how President Kennedy School will support and make provision for identified students who have additional needs which do not fall under SEND such as Pupil Premium, and Looked After Children.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

3. Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation: Part 3 of the Students and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report.

4. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special Educational Needs are those learning difficulties or disabilities which causes a significantly greater difficulty in learning than the majority of others of the same age, or which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

To be placed on the school SEND register they must need a provision that is additional to, or different from, that normally available to students of the same age.

5. Roles and responsibilities

5.1 The SENDCo (Special Educational Needs Coordinator)

The SENDCo is Ms Victoria Roberts. In the case of any absence, Mr Townsend will be acting SENDCo.

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination, review and effectiveness (including cost effectiveness) of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet student needs effectively.
- Work in conjunction with the schools DSL (Designated Safeguarding Lead) to ensure that students are safeguarded.
- Coordinate support of weekly Over Coming Barriers to Learning (OB2L) meetings in each year group/ college to discuss and assess progress and achievement of identified individuals and groups of students, and plan and review provisions for these students.
- Calendar and oversee the completion of assess, plan, do and review cycles for SEND students.
- Schedule and lead annual reviews for students with an EHC plan.
- Ensure the school keeps the records of all students with SEND up to date.
- Liaise with the school's Coventry Alternative Provision coordinator to ensure appropriate, off-site placements are identified for individual SEN students and monitor to ensure that expected outcomes are met.
- Manage the transition of students with SEND or EHC Plans who are transferring into President Kennedy School for Year 7 and through mid-year transfers.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- To ensure that exam access arrangements are identified, applied for, implemented, and supported for students in KS4 and KS5.
- Ensure that outside agencies are appropriately commissioned in line with the changing needs of the school.
- Be the point of contact for external agencies, especially the local authorities and their

support services
- Support strategies for SEND students in classroom teaching.
- Work with parents to support strategies to support learning in the home including the signposting of external agencies.

5.2 The SEND Governor

The SEND governor is Ms Helena Goode.

They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENDCO to determine the strategic development of the SEND and Inclusion policy and provision in the school

5.3 The Head of School

The Head of School is Tyson Lane.

They will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

5.4 Class teachers

Each class teacher is responsible for:
- The progress and development of every student in their class, working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teachers work with the College Team and SENDCo to review each student's progress and development and decide on any changes to provision. This is done through communication reviewed at weekly OB2L meetings.
- Class teachers follow the school's SEND policy and provide majority of support for the SEN students with differentiated curriculums, the use of whole school teaching and support strategies including the effective use of Teaching Assistants in the classroom. Information about the strengths and needs of students with SEND is shared with all teachers though Pupil Profile sheets. Staff are asked to add relevant information to these sheets to provide up to date information for all staff on successful strategies that are used in the classroom.

6. SEND information

6.1 The types of SEND that are provided for

President Kennedy School currently provides additional and/or alternative provision for a range of needs, including:

- **Communication and interaction** 216 students (12.1%). This includes 166

students with a diagnosis of Autism (8.4%)

- **Cognition and learning** 124 students (7%)
- **Social, Emotional and Mental Health** 31 students (1.7%)
- **Sensory and /or physical needs** 16 students (0.9%)

6.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close, or widens the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs and school attendance.

It is important to recognise that slow progress and low attainment on their own, will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer. A student will be placed on the SEN register if they require something additional to, different from that normally available to students of the same age.

6.3 Consulting and involving students and parents

We aim to have an early discussion with the student and their parents when identifying whether they need special educational provision, this may include contact prior to entry while the student is in Year 6.

These discussions will not always be with the SENDCO. They may be undertaken by the student's Form Tutor, members of the College team or by other members of the SEND team as deemed appropriate at the time.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents and carers concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be recorded on a personal plan, added to the student's record. Parents will be provided with a copy of the plan.

Parents and students are invited to attend a parent consultation day each year. Other meetings and consultations are arranged as need arises.

We will formally notify parents when it is decided that a student is to be placed on the SEND register as they need to will receive SEND support.

Parents of students who are on the SEND Register will have a minimum of three contacts a year (including parent consultation day) with identified staff to review progress and targets.

Parents will also be informed, and asked to comment, if the school intends to remove a student from the register as they are no longer in need of support that is addition to, or different from, that normally available to students of the same age.

6.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The SENDCO will use progress data from class teachers sent to the colleges following regular data collection cycles. In conjunction with the Progress Leaders there will be an analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- The current level of provision.
- Their previous progress and attainment and behaviour.
- Other teacher's assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

In addition to reviews following data cycles, regular ongoing assessment and review takes place in the weekly College OB2L meetings.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is disseminated in the form personal plans, with higher need students having more detailed Student Profiles.

6.5 Supporting students moving between phases and preparing for adulthood

When a student is intending to leave President Kennedy School, we will share information with the school, college, or other setting the student is moving to. We will agree with parents or students which information will be shared as part of this.

Staff will liaise with the SENDCOs from the feeder primary schools in the spring term. Additional visits and meetings will be held during the summer term for those students identified as requiring additional transition support. Where possible the SENDCO, or other designated SEND staff, will attend the EHC plan reviews held in Year 6.

During year 9, the College will provide opportunity for discussions will be held with students and their parents regarding choosing appropriate courses in key stage 4. Alternative pathways will be provided for a small cohort of students for whom a mainstream pathway may not be appropriate. The SENDCO or other designated SEND staff will work with the Year 9 College to support identified students with particular concerns.

Post 16 transition support may also include supporting extra visits to college and meeting college staff to pass on information regarding the student's needs.

6.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching, as a universal provision, is our first step in responding to students who have SEND. This will be differentiated as appropriate for individual students and staff will follow agreed teaching strategies to support students with SEN.

For those students who require targeted additional provision to support their needs we will also provide the following interventions:

- Fresh start
- 1:1 Sounds catch up.
- 1:1 reading
- Nessie
- Lexonik Leap
- Precision Teaching.
- Reading inference groups
- Handwriting.
- Maths Rock Stars
- 1:1 Maths catch up
- Numeracy support
- Mentoring from College Learning Mentors
- Friendship Groups
- Social and communication difficulty transition groups.
- Social communication difficulty support.

Other bespoke interventions may be provided according to need.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style or content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables or larger font sizes.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud.
- Individually adapted or reduced timetables may be used to reduce the demands on students.
- The deployment of Teaching Assistants to provide in class support where necessary.

Where appropriate students may be taught in the 'HUB' classroom or in college intervention rooms where attendance in specific mainstream lessons is not felt to be appropriate.

6.8 Expertise and training of staff

Our SENDCO has been working in education for over 20 years and specifically in the area of SEND for 4 years. Within the Inclusion Team, we have a dedicated Learning Mentors, two neurodiverse specialists and an Inclusion Pastoral Leader, who are all based within our

student support area.

In the academic year 2025/26 child facing support staff have been trained in:

- Autism awareness
- Emotion Coaching
- Reading Inference
- Fresh Start
- Emotionally Based School Avoidance
- Sensory Circuits
- Memory and Retention Skills
- Executive Functioning Skills

6.9 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for students with SEND by:

- Regularly reviewing students' individual progress towards their targets through OB2L meetings and following Year group data collection cycles.
- Learning walks with senior leadership, subject leads, college leaders and SEND staff to observe the use and quality of classroom support.
- Reviewing the impact of interventions at appropriate time scales.
- Using student voice.
- Holding annual reviews for students with EHC plans.

6.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/off site visits. No student is ever excluded from taking part in these activities because of their SEND or disability.

The school site is accessible to those with disabilities, with a lift and hygiene facilities available to those with relevant needs. These students will also have a Personal Emergency Evacuation Plan (PEEP) written if required.

In consultation with parents and outside agencies specialist support equipment may be provided by the school.

6.11 0Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

Each College year group has a non-teaching Pastoral Leader who is available to deal with non-academic issues. The Pastoral Leaders have access to a number of agencies that can offer support and guidance. Students with SEND are encouraged to be part of lunch time and after school activities to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

6.12 Working with other agencies

President Kennedy School works collaboratively with a number of agencies. These include:

- Social Care.
- Early Help and Care.
- Child and Adolescent Mental Health service (CAMHS).
- Vibes
- Speech and language therapy service.
- Positive Youth Foundation.
- Autism Specialists

Coventry Local Authority:

- Social Emotional Mental Health and Learning team, (SEMHL)
- Educational Psychology Service
- Work Related Learning
- Complex Communication Team
- Sensory support service.
- Speech and Language support services
- Hospital Education

Warwickshire Local Authority:

- Flexible Learning Team

6.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance.

They will then be referred to the school's Complaints Policy if they are unable to resolve the issue.

The parents of students with disabilities have the right to make disability discrimination claims to the

first-tier SEND tribunal if they believe that our school has discriminated against their students. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

6.14 Contact details of support services for parents of students with SEND

The Special Educational Needs Disability Information Advice and Support Service (SENDIASS) is provided as part of Coventry Local Authority to provide independent support and guidance service for parents (SENDIASS tel: 024 7669 4307).

6.15 Contact details for raising Safeguarding concerns

Safeguarding concerns should be raised in the first instance with the student's Tutor or with the college team Pastoral Leader or if preferred the schools Safeguarding Lead who is Mr Richard Beattie or the Deputy Safeguarding leads Miss Sophie Smith and Miss Saima Javed.

6.16 The local authority local offer

Coventry Local Authority's local offer is published here: https://www.coventry.gov.uk/SENDlocaloffer.

Those students who have a Warwickshire address may be able to access services from Warwickshire Local Authority's offer, published at: https://www.warwickshire.gov.uk/send.

7. Monitoring arrangements

This information report will be reviewed by the SENDCO every year. It will also be updated if any significant changes to the information are made during the year.

8. Links with other policies and documents

This policy links to our other policies on:

- Accessibility Policy
- Behaviour and Rewards Policy (Relationships Policy)
- Equality Information and Objectives
- Supporting Students with Medical Conditions
- Child Protection and Safeguarding Policy
- Complaints Policy.