



**John F. Kennedy**  
Primary School

# **Special Educational Needs and Disabilities**

## **Annual Report to Governors 2025**



## **Opening Statement**

John F Kennedy Primary School is an inclusive school and as such we are committed to supporting all pupils to achieve the best possible outcomes in their learning, through providing a high quality, broad and balanced academic and social curriculum which is accessible to all. This includes those pupils identified as having special educational needs or a disability (SEND), which makes it more challenging for them to learn and make progress. Pupils identified as SEND therefore may need additional or different provision to support their learning and/or specific needs. We work closely in partnership with parents/carers, pupils themselves and external agencies to support individuals and their families to identify and meet their needs. Pupils whose needs have been assessed as being above Range 2 have a personal learning plan (PLP) which clearly highlights their intended outcomes and necessary adjustments required to help them to meet them. Outcomes on their plan are identified through ongoing formative and summative assessments. Strategies and support identified by the school, from external agencies, through discussions with parents and from pupil voice, are then used to work towards achieving the appropriate outcome. Pupils identified as working at or below Range 2 are identified on weekly planning and supported through: differentiated learning, practical and organisational resources, support from adults, extra processing time and bespoke support and strategies. Where required, pupils receive interventions in small groups and/or through regular check ins and adult support.

We believe that all pupils including those identified as requiring SEND should have high expectations of themselves and are given opportunities to acquire knowledge, skills and understanding that they can use to raise their expectations and aspirations for their future.

## **The Treehouse**

The school has an Additional Resourced Provision (ARP), which opened in January 2021, with provision for 24 pupils and is currently at capacity, with a number of children waiting to join us. The purpose of The Treehouse is to meet the needs of children who have a diagnosis of Autism Spectrum Disorder (ASD), with an Education Health and Care Plan (EHCP). The child's needs should be in line with the entry criteria, identified in the service level agreement (SLA). Their prime need must be Communication and Interaction – Autism, and they should have been assessed at working at Range 4b in this area. To access a provision place, The Treehouse at John F Kennedy Primary, needs to be named on the child's final EHCP. This is completed by Together for Children's SEND team – who send a draft plan to the school for consultation. School is required to send in a response within 14 days, following the SEND Code of Practice guidelines. The final decision on whether a child is offered a place is made by Together for Children and, if the Treehouse is at full capacity, they will be offered a place when one becomes available.

All pupils accessing The Treehouse provision will be allocated to a mainstream class and have opportunities to access lessons in there, if appropriate. They will be supported by an adult from The Treehouse, initially. The expectation is that the child will work towards achieving 50% of their timetable working within the mainstream class by the end of KS2.

However, this is an ongoing process and is entirely dependent on the needs and capabilities of the child.

During the next academic year, a focus in The Treehouse is to further develop the new, engaging and more purposeful curriculum for children. This will focus on specific areas of learning that will make a positive difference to pupils, looking ahead to their preparation for adulthood and ensuring skills are taught and consolidated appropriately. This will include finding a wider range of purposeful learning opportunities across all subjects (inside and outside of the classroom) to engage children; leading to better progress being made and the development of independent learners in all areas of the curriculum. We aim for pupils to spend more time outdoors and in the local area, as well as having a focus on RSE, well-being and mindfulness to support the development of the whole child, aiming for all children to develop their ability to self-regulate and manage their emotions appropriately.

A previous focus has been on developing relationships with parents. We introduced the Seesaw app as a way of communicating directly with individual or groups of parents. This has been a huge success. We have set up termly parent/carer workshops, and getting parents/carers into school more regularly to join in with crafts, cooking and other activities has helped parents create a positive network between themselves and their children outside of school. Visits out and about within the community is an important part of the curriculum within the treehouse as this develops social skills, independence and promotes the development of key life skills.

### **Key Staff**

SENDCo – Mrs L Mewes

Treehouse Lead – Miss L Cameron

SEND Governor – Mrs Hepplewhite

Head of School – Mr B Adams

### **Policies**

The following policies are available in school and include the school's processes and procedures for supporting pupils with SEND.

Special Educational Needs and Disabilities Policy

OLT Inclusion Policy

Admissions Policy

Accessibility Policy and Plan

Single Equality Plan and Action Plan

## SEND School Profile – last 3 years (number of SEND pupils in school)

133 out of 429 children are currently on the SEND register – 109 in mainstream and 24 in The Treehouse ARP.

*includes Treehouse pupils*

	May 23	May 24	May 25
All SEND	20% (90)	22% (95)	25% (109)
	26% (114)	27% (119)	31% (133)
EHCP	2% (9)	2% (7)	2% (8)
	7% (33)	7% (31)	7% (32)
SEND Support	19% (82)	20% (88)	24% (101)

## Current Breakdown of the prime need of pupils on the register – relating to the 4 areas of SEND \*

\* mainstream \*including The Treehouse \*% out of total number of SEND

Area of Need	Total	Boys	Girls
All SEND	27% (109)	16% (67)	10% (42)
	31% (133)	20% (85)	11% (48)
Communication and Interaction (CI)	17% (71)	10% (44)	6% (27)
	65%	33%	20%
	22% (95)	14% (62)	8% (33)
	71%	47%	25%
Cognition and Learning (C+L)	2% (9)	1% (6)	1% (3)
	7%	5%	2%
Social Emotional and Mental Health (SEMHD)	5% (22)	3% (14)	2% (8)
	17%	11%	6%
Sensory and/or Physical (S+/or P)	2% (7)	3% (14)	1% (4)
	5%	11%	3%

## SEND Year Group Profile – breakdown according to year group

	Nur	Rec	Y1	Y2	Y3	Y4	Y5	Y6
EHCP (32)	0 (0%)	3 (2%)	1 (1%)	4 (3%)	5 (4%)	5 (4%)	5 (4%)	9 (7%)
SEND Support (101)	17 (13%)	7 (5%)	17 (13%)	11 (8%)	14 (11%)	15 (11%)	12 (9%)	8 (6%)

Area of Need	Nur	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Communication and Interaction	14 (11%)	7 (5%)	13 (10%)	9 (7%)	13 (10%)	13 (10%)	12 (9%)	14 (11%)
Cognition and Learning	0 (0%)	0 (0%)	1 (1%)	3 (2%)	1 (1%)	0 (0%)	3 (2%)	1 (1%)
Social Emotional & Mental Health	3 (2%)	1 (1%)	3 (2%)	2 (2%)	5 (4%)	5 (4%)	2 (2%)	1 (1%)
Sensory and/or Physical	0 (0%)	2 (2%)	1 (1%)	1 (1%)	0 (0%)	2 (2%)	0 (0%)	1 (1%)

## **Systems for identifying and tracking pupils with SEND**

Children's needs are categorised into four broad areas identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Children may have more than one area of need but a prime need will always be identified.

## **Early Identification**

Early identification of SEND ensures that we as a school are able to give individuals the support and intervention, they require to meet their needs. In order to do this, we:

- carry out home/school visits for new reception pupils
- liaise with schools / nurseries transferring pupils to JFK – ensure documentation is passed on and transfer reviews are attended
- meet/communicate with parents/carers
- observations by teachers
- teachers discuss child with the SENDCo and complete an initial concern form if they have any concerns about a child so that the action and support can be planned around individual needs
- reflect on assessment data
- provide appropriate small group support/catch up sessions or additional resources to support then child before assessing the impact as part of the graduated response
- make referrals to appropriate external agencies for advice, assessments or to gather more information
- use information supplied by parents/carers and external agencies to plan support and relevant catch-up sessions

## **Assessment and Monitoring**

### **Mainstream**

All children's progress is continually assessed and monitored by the class teacher, through the use of formative and summative assessments. Children are assessed using National Curriculum statements, detailing the expectations for each year group in a particular area of study, such as writing or number. Children who are not meeting age related expectations (ARE) can access targets from previous year groups, to meet their individual needs, where relevant and appropriate.

For some pupils who are on the SEND register PIVATS are also used. PIVATS are performance indicators, which breaks down the National Curriculum into smaller steps, showing progress in finer detail. PIVATS assess, speaking, listening, reading, writing, number, shape space and measure, and using and applying maths. Personal and Social Development (PSD) is also assessed as this can impact heavily on progress. The areas

assessed are: emotional aspects, independence and self-help, behaviour for learning and social awareness and relationships.

Sunderland's SEND Ranges information is also used to identify an individual's level of need in the 4 areas of SEND. The SEND Ranges Guidance is made up of descriptors which are based on best practice in determining and describing the needs of young people. The descriptors relate to the 4 areas of SEND – detailed in the SEND Code of Practice (2014/15) and follows an assess, plan, do, review process.

Monitoring also takes place through phase group meetings, and formally through lesson observations, book scrutinies, moderation and monitoring of data. Specific subject leads and the Senior Leadership Team (SLT) are involved in this process.

Pupil progress meetings are held at least once each term with class teachers, and members of the SLT. Children who are not meeting age related expectations are discussed and ways forward identified – these children may not have SEND but may require timely intervention and support to help them to make progress.

At the start of each academic year the new class teacher completes a pupil progress tracker in reading, writing and maths for their class. The tracker lists the whole class with specific characteristics identified, one of which is SEND.

The tracker indicates the achievement of each pupil at the end of the previous key stage and on entry to the current year. The tracker is updated on a termly basis which allows class teachers, phase leaders and SLT to monitor progress and identify specific needs for individuals and groups – this would then feed into support and intervention requirements. The SENDCo also produces a SEND progress tracker which tracks all SEND pupils' progress throughout the year and at the end of each year.

## **Assessment and Monitoring**

### **The Treehouse**

To measure progress of the children in The Treehouse, we use both school assessment and B Squared. B Squared is a recommended programme that breaks down the National Curriculum into smaller steps of progress. All children in The Treehouse are assessed on the following areas in the curriculum:

Reading

Spoken Language

Writing

Spelling

Vocabulary, Grammar and Punctuation

Geometry

Measurement

Statistics

Number

Science

They are also assessed in the PSHE curriculum in physical health and mental wellbeing, the relationships curriculum and citizenship. This is measured based on children's social maturity and delivered through circle times, PSHE and life skills lessons. To support the children with their autism progress, children are also assessed based on four key areas,

these are: communication, emotional regulation, flexibility of thought and social interaction. These objectives, along with EHCP targets, are incorporated into children's learning and interventions. In key stage 2, most children are accessing the National Curriculum. The class teacher uses school assessment procedures such as target sheets in books and phonics assessment sheets to ensure that children are accessing a curriculum that is appropriate to their level, whilst incorporating smaller steps of the B Squared assessment. During termly assessments pupils' level of need is also evaluated using Sunderland's SEND Ranges guidance.

### **Provision**

All SEND pupils who are at Range 3 or above have a personal learning plan (PLP) which is evaluated on a termly basis, with parents/carers and other external agencies where appropriate. Pupils who have an EHCP have a formal annual review too.

The support plan is written using assessment data, information from reports from external agencies detailing targets or strategies to follow, information from parents/carers, pupil voice (where appropriate) and identifies resources and strategies to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format.

Children can be added or removed from the SEN register at any point during the academic year when assessments or new information/diagnosis indicate that the pupil requires/no longer requires SEND support. However, there are three points where data (national requirement) needs to be collected for the SEND census – October, February and May.

An additional provision was implemented in September 2024 within EYFS to cater for the higher needs children which joined our nursery and reception classes. There were several children (3 with an EHCP) who had significant communication and interaction needs and were unable to access the mainstream provision. The Acorn Room has been designed to meet the needs of these children by creating smaller adult to child ratios in a setting that is planned around their individualised EHCP or PLPs. Most of these children have also been assessed by the OT and bespoke therapy strategies have been implemented to ensure that the children's sensory needs are being met. This provision will continue to be developed in the coming academic year.

### **External Agencies**

Specialist support and provision has been requested from the following agencies this year:

- Educational Psychology Service (EP)
- Autism Outreach Team (AOT)
- Community Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People's Service (CYPS)
- Speech and Language Team (SALT)
- Behaviour Support Services (BSS)
- Language and Learning Partnership (LLP)
- School Nursing Service (including Diabetes and Epilepsy Nurse)
- 0-19 Team



- Together for Children EAL Team
- Rainbow Skyes (Breathing Space)

Staff development from external agencies/school-based support:

- Autism Outreach Team - supporting pupils with ASD
- Safeguarding – safeguarding all pupils as well as vulnerable groups
- Support from diabetes nurse and attendance at training by key workers
- Support from epilepsy nurse and attendance at training by key workers
- Attendance at cluster meetings
- Liaison with other SENDCos
- SEND Network Meeting
- Together for Children SEND conference
- Clennell Inclusion conference
- SEN Documentation and meeting support
- Supporting pupils with speech and language needs
- ECT support

Oak Learning Trust now have an Educational Psychologist and Occupational Therapist working in the trust for an agreed number of days per year. They are allocated to schools within the trust according to need and will be carrying out assessments and recommending support strategies to be used with the school setting.

### **Attendance and Exclusion**

Attendance for all pupils including those with SEND – 93.43%

Attendance for pupils with SEND – 90.26%

Attendance for pupil excluding SEND – 94.85%

There has been one child who has had two fixed term suspensions: this was for a total of three sessions.

### **Parent/Carer involvement – meetings/reviews/contact**

Parents and carers have a termly review of their child's progress and support received (Range 3 and above). The previous support plan will be reviewed and new targets, strategies, support and resources will be discussed to contribute to the new plan. The SENDCo is available to attend these meetings. Where external agencies are involved or for those who require monitoring or who are moving towards an EHCP then the SENDCo would take the lead on the reviews.

There are also times when appointments are made by either parents/carers or the school. Parents/carers who wish to, can make an appointment by contacting the SENDCo on the school office number.

### **Transition for pupils with SEND**

In the mainstream school, most of the year 6 pupils with SEND are going to Biddick Academy; however, there are a few children going to Oxclose Community Academy and



Washington Academy. We have one child who has an EHCP going to Harry Watts Academy, which is a specialist provision. Transition to all schools is planned to take place at the end of June / beginning of July.

Year 6 teachers have met staff from the schools to discuss transition arrangements and support for SEND pupils. Documentation requested for SEND pupils has been completed and sent to the respective schools. Extra support for vulnerable pupils has been requested and will be arranged by the secondary schools after the whole school transition has taken place. The SENDCos from both schools will meet to pass on children's files and discuss any further support required.

In addition, we have 8 pupils in The Treehouse that are in year 6 and are moving on to secondary education. They will be going to Barbara Priestman, Harry Watts, Farringdon Academy or Biddick Academy.

All SEND pupils in school will have 1 morning of transition with their class, towards the end of the term. They will spend time in their new classroom with their teacher for next year. For those children who require further support extra transition times will be arranged. The current and new class teachers also have a transition meeting to pass on cohort and SEND files which will contain information about the class and to discuss the needs of individual pupils. One Page Profiles or individual passports will be updated and passed on, to the new class teacher, for those children at Range 3 or above.

### **Budget**

The budget is spent on:

- providing TA support within the class,
- providing small group and 1:1 targeted catch up sessions
- buying specific resources to support children in their learning e.g., ear defenders, wobble cushions, sensory toys, pencil grips etc
- providing access to the sensory room for ASD pupils and those with sensory needs
- CPD for staff e.g., from Autism Outreach, Behaviour Support, CAMHS, OT and EP
- commissioned services such as KS1 and KS2 behaviour support, Educational Psychology Service

### **Staff Skills/Staff development/training**

- Understanding the ranges – Communication and Interaction (ASD)
- SEN support for ECTs
- Support completing documentation for referrals to outside agencies
- Personal Learning Plans (L.Mewes – with individual teachers and ECTs)
- SEND Reviews and meetings (L.Mewes – with individual teachers and ECTs)
- Individual support
- Managing Diabetes
- Managing Epilepsy
- One Page Profiles and/or individual passports

- Pupil Progress meetings
- SENDCo in the process of completing NPQ for SEND
- Informal development – staff support to identify targets, write support plans and reviews, offer advice, support and possible resources to use.
- OT delivered bespoke support to staff around sensory needs
- OT to begin training sensory champions in school – July 2025

### **Monitoring Provision**

- Planning
- Book scrutiny
- Reviewing plans and evaluations
- Learning walk
- Reviews
- Pupil progress meetings
- Drop-ins
- Subject leader monitoring

SEND provision in JFK has been monitored by SLT through:

- Book scrutinies
- Lesson observations
- Support plan scrutinies
- Reviews
- Lesson drop-ins
- Learning walks

### **Key priorities 2025/26**

- Continue to develop processes for early identification – in EYFS and KS1
- Continue to develop the provision for the increase in children with higher needs across KS1 – sensory environments, Acorn room.
- Training for staff to understand higher needs pupils and to better understand the use of the graduated response, strategies and resources
- Further develop monitoring procedures across trust – streamline/effective
- Develop working relationships and procedures with OT / EP
- Improve procedures to evidence the attainment, progress and attendance of those children with SEND
- Use data sheets and other assessments to identify concerns about progress and resulting actions
- Develop communication channels with parents to support their understanding of SEND
- Supporting ECTs to develop their knowledge and understanding of SEND
- Development and CPD for teaching assistants to further develop their knowledge of working with SEND children.
- Evaluate and monitor the impact of catch-up/intervention programmes and resources
- Implement the use of Sensory Champions in conjunction with the Trust OT