



John F Kennedy School Post 14 -19 Pathways

Introduction

JFK Special School is part of the Learning in Harmony Trust and is a member of the Learning in Harmony Multi Academy Trust. JFK Special school itself offers specialist provision for young people 4-19 with special and additional needs based across four sites in Newham. We currently have students in the 14-19 age range on three of our four sites.

Provision overview - Beckton

Head of School: Jason Roynon

Assistant Head: Jacueline Bushnell, Shani Herberman, Halima Hussain

Pupils: 101

Pathways: Explore, Challenge and Formal

JFK Beckton offers specialist teaching and learning for secondary and post-16 aged learners with ASC and communication needs. Classrooms are developed as low arousal environments with access to food technology and mini-enterprise activities. The site boasts a large multi-purpose hall, which is used for Physical Education and development. Local community and leisure facilities are used to support developing independence and life skills and offer structured teaching and learning approaches. The outside area has been developed to include a multi purpose gym, which is used for both physical development and to aid pupils regulation.

Provision overview - Plaistow

Head of School: Erika Bond

Assistant Head: Michelle Mahorn

Pupils: 24

Pathways: Formal

Our JFK Plaistow provision offers specialists learning for up to 25 students with autism and communication needs for secondary to post 16. Our Plaistow students are our more formal ASC learners who benefit from a more subject specific curriculum. The site offers large classrooms, a therapy room and a common room where students can eat lunch, spend time socialising or develop their life skills in our fully equipped kitchen.

Our students are supported to develop skills and independence in subject based learning with access to Eduqas qualifications at entry level 2 and 3. Plaistow also has a fantastic outside space which boasts a great gym, a sunken trampoline, covered space and a large number of planters to support our students with their skills around horticulture. JFK Plaistow is ideally located in the heart of Newham close to local amenities and transport links which will support Educational visits.

Provision overview - Stratford

Head of School: Erika Bond

Assistant Head: Michelle Mahorn

Pupils: 67

Pathways: Engagement, Explore, Challenge and Formal

Our Stratford site is equipped and developed to offer specialist provision for students with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties, including sensory impairments and medical conditions. Our students access Eduqas qualifications at entry level 1. Medical care plans are implemented on site by staff who have had appropriate training, or alternatively by Health Care Assistants for students that require one to one support. There are specialist spaces and equipment, including a food technology classroom, sensory room, soft play area and trampoline for rebound therapy. The site also offers outdoor learning areas. The classrooms are spacious with storage for resources and specialist equipment. Each classroom has a ceiling track hoist and/or mobile hoist.

Curriculum and teaching and learning

Curriculum design and delivery at JFK School is flexible and responsive to student needs. The curriculum is personalised to meet students' individual identified needs learning.

Post 16 curriculum is delivered across the school and links with Preparation for Adulthood planning which begins in Year 9. We deliver a range of qualifications and integrate the modules and programmes into the general curriculum offered across the school.

The Post 16 curriculum offer is underpinned by the general principles of teaching and learning as identified in the teaching and learning policy.

Values of Post 16 curriculum offer

- Developing skills for learning, skills for employment, skills for life
- Making learning relevant and transferable
- Promoting active and experiential learning
- Encouraging, engaging and motivating learners
- Rewarding a range of learning styles and contexts
- Celebrating the diversity of multi-talented young people

JFK has signed up to London Careers Hub - JFK Special School commits to:

- Working regularly with an Enterprise Coordinator and Enterprise Adviser regularly (at least twice a term) throughout the academic year to build a comprehensive careers programme that meets the 8 Gatsby Benchmarks.
- Provide a nominated person from the Senior Leadership Team that will support and champion the work of the Careers Team across the School.
- Update Compass Plus regularly to track your progress against the Gatsby Benchmarks and review the progress on a termly basis.
- Attend local Careers Network meetings to share and build best practice with other schools and colleges.
- Enabling either the Careers Leader or relevant staff to attend at least 1 CPD session a term.

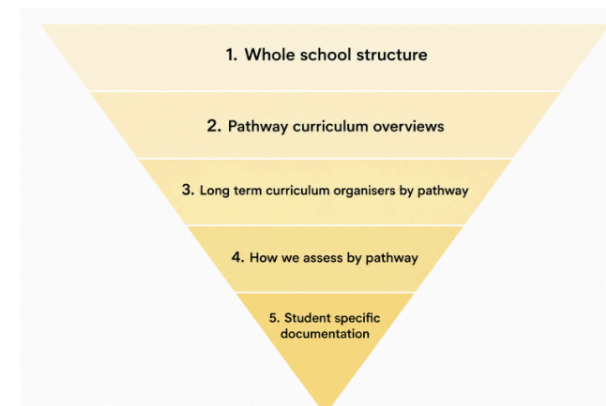


JFK Teaching and Learning Framework

The table below and associated, linked documents are designed to provide an entry point into and through how our school is organised in relation to its educational offer and assessment, taking this from whole school through to an individual, personalised level.

At JFK we have four curriculum pathways, developed to allow cohesive grouping of learners based on their learning characteristics (see table below).

Each pathway has distinct curricula, delivery methods and processes for assessment, and these can also be accessed below by following the relevant links at the bottom of the desired pathway.



Curriculum Pathway Descriptors			
Engagement Pathway	Explore Pathway	Challenge Pathway	Formal Pathway
Young people working within this pathway show pre-intentional communication which is heavily reactive and very dependent on engagement initiated and sustained by stimuli. Their responses to the world around them are generally limited to sensation in self (e.g. pain, hunger, thirst) and they have great difficulty to process sensory stimuli (can easily become overwhelmed). In addition to profound learning difficulties, learners are likely, though not in all cases, to have other significant difficulties such as physical disabilities, sensory impairments and/or severe medical conditions.	Young people working within this pathway show emerging communication and contextual awareness. They will respond and might initiate communication but will communicate primarily through expressions of behaviour. They are exploring the world around them by welcoming and seeking sensory experiences. They might be learning to respond to familiar routines. They show signs of awareness of others and of emerging joint attention.	Young people working within this pathway consistently show communicative intent. They show clear signs of engagement, both with other people and the world around them. They might anticipate cause and effect responses and they take part in activities requiring sustained shared attention. They show signs of emerging autonomy and resilience. They might be able to engage in some form of structured teaching and learning. They increasingly show social awareness and are able to demonstrate some resilience and flexibility. Although they are aware of others, they can find it difficult to navigate social situations and will need specific support to understand those. They have increasing autonomy but will also need support to seek help when needed. They will be able to access some early subject learning with a focus on thinking and problem solving.	Young people working within this pathway show confidence in communicating with intent. They show reciprocal communication skills and a level of comprehension, being able to access more complex language. They will have higher autonomy and self awareness, being able to manage their own resilience and tolerance to a certain extent. They will be able to apply skills and knowledge in different contexts. They will be often taking part in social activities and they will be learning to use some planning and reflective strategies to support their holistic well-being and to develop their relationships with others. They will be able to access some aspects of the national curriculum.
LONG-TERM CURRICULUM ORGANISER	LONG-TERM CURRICULUM ORGANISER	LONG-TERM CURRICULUM ORGANISER	LONG-TERM CURRICULUM ORGANISER
ASSESSMENT: Engagement Model and Mapping & Assessing Personal Progress (MAPP)			

Pathways are an organisational tool and therefore flexible. Where students begin to respond to content differently (be this an increased ability to access learning or a loss of skills) teachers and leaders may identify a more appropriate pathway to meet developing needs. In addition, some learners will sit at a point that requires provision to bridge across pathways in single or multiple areas - this is achieved through personalisation of input and content by the class teacher.

Careers Maps

- [Explore Pathway Careers Map](#)
- [Challenge Pathway Careers Map](#)
- [Formal Pathway KS3 Careers Map](#)
- [Formal Pathway KS4 Careers Map](#)
- [Formal Pathway KS5 Careers Map](#)

General Post 16 information

Post 16 team	Post 16 Lead Halima Hussain
Eduqas	JFK is registered with Eduqas.
Careers Hub	We are working in partnership with Redbridge Careers Hub to further develop our preparation for adulthood pathways and options.
Preparation for Adulthood - Next Steps event	We hold an annual transition event for families of young people who are attending Y12 and above to provide a face-to-face opportunity for families to meet providers. The event happens in the Autumn term and is well attended.
Colleges	We have established relationships with local colleges - Newham College and NewVic.
Annual Reviews	Annual Reviews from Yr 9 begin to collate views about aspiration for next steps. Professionals from Adult teams are invited to attend from Yr 12.
Work experience	We include work-related experiences in our curriculum and work with local providers to secure work-related experiences. We develop skills that young people need to be independent in their next steps in life.

Please contact us for any further information: info@jfk.lihtrust.uk Subject: Post 16

Review information: September 2026