

SEND PROFILE

John Rankin Primary School

Key Contacts

SENCo: Helen Earl
SAB: SEND Governor



SEND Key Priorities

- Improve the quality of teaching and learning through a positive, inclusive classroom and school environment.
- Amplify pupil and parent voice through meaningful contributions to SAP plans.
- Strengthen high-quality teaching through effective adaptation, differentiation and scaffolding that supports pupils with SEND.
- Establish clear, consistent systems for planning and tracking progress for SEND pupils.

Staff Training

- Zones of Regulation
- Identifying SEND Needs (SEND Code of Practice (2015))
- Deployment of TAs, effective practices and implementation (EEF)

Training			
SEND CoP Area of Need	Training	Targeting	Impact
Cognition & Learning	Identifying SEND Needs (SCoP 2015)	C&L – Writing/ Spelling/ Reading	<ul style="list-style-type: none"> • Improved feedback on progress (EEF + 6 months)
Communication & Interaction	Zones of Regulation	Recognise emotions	<ul style="list-style-type: none"> • Improved emotional vocabulary
Social, Emotional & Mental Health	Zones of Regulation	Improve self-regulation	<ul style="list-style-type: none"> • Positive classroom
Physical & Sensory	Deployment of TAs (EEF)	Sensory Needs	<ul style="list-style-type: none"> • Increased regulation



Context

SEND K: 13.3%
EHCP: 2%



Attendance

Infants

SEND: 90.7%
NON-SEND: 95.9%

Juniors

SEND: 92.3%
NON-SEND: 95.6%



Prevalence of need

SEMH - 24%
ASD - 25%
C&L - 14%
SLCN - 31%
S&P - 6%