



St Agnes Academy

SEND end of year report - 2021/22

Our Register of Need

		Autumn '21	Spring '22	Summer '22
SEN support		37 9.9% 12.2%	45 11.9% 12.2%	41 10.9% (of school pop) Nat av. = 12.2%
EHCP		5 1.3% 3.7%	6 1.6% Nat av. = 3.7%	7 1.9% (of school pop) Nat av. = 3.7%
Total SEN		42	51	48 12.7% (of school pop)
Category of Need	Communication and Interaction	8	10	7
	Cognition and learning	25	24	23
	Social, Emotional and Behavioural	5	10	10
	Sensory/ Physical -	4	7	8
Attendance			90.3% School av. = 93.3%	89.1% School av. = 91.8
PP			17 29% of school PP pop	14 23% of school PP pop
Movement		Autumn '21 – Spring '22 1 pupil moved from SEN support to EHCP 3 pupils removed from SEN support Spring '22 – Summer '22 1 pupil moved from SEN support to EHCP (3 other pupils pending EHCP publication)		

Our Pupils' Progress

	Autumn '21 to Spring '22	Spring '22 to Summer '22
SEN pupils who made limited progress towards their IEP targets	7%	11%
SEN pupils who made good or better progress towards their IEP targets	93%	89%

Our SEND successes

- Pupils have had access to a wide range of SEN provision catering for their learning needs
- All EYFS pupils were screened through 'Language Link', a language screener introduced to the school's assessment portfolio to improve early identification of language needs within our pupils
- Provision for our pupils with complex SEN who require intensive adult support has been strong and consistent
- ASD Champion has continued to support pupils with a diagnosis of Autistic Spectrum Disorder
- Sensory room with specialist equipment continued to be used by many children across the school
- Strong links have maintained with outside agencies (Ed Psych, SAL, Cognition and Learning team, OTs, Paediatricians etc)
- Dyslexia training was updated for all staff across the school
- SEN teaching assistants completed training on Emotion Coaching, understanding sensory processing
- SENCO completed refresher training around Specific Learning Difficulties
- 100% of our SEN pupils attended their school trips (day trips and residential) with 98% staying on site for the overnight stays – a big achievement for our pupils and testament to the support staff and preparational work that went into the weeks leading up to each event.

Our next steps

- To develop the use of ICT within the classroom to support pupils with SEND, specifically around the use of Clicker 8 to support children with literacy difficulties (where writing and working memory is a barrier to learning)
- To improve attendance of pupils on the SEND register, bringing it in-line with the school average
- To continue to develop staff understanding of SEND – areas of focus for training ASD, ADHD and working memory
- To develop provision for pupils with DCD (and suspected DCD) by restructuring our Fun Fit intervention programme