



# 7 Cs SEND Support Plan 2024-25

**Pupil Name:**



*This plan details the graduated response of Assess, Plan, Do & Review (APDR).  
This document may contain confidential and/or sensitive information.*

# SEND One-Page Overview

	Name					Class		School		St Mary's Church of England Junior Academy	
	SEN Stage	Disability									
Funding Band					<b>Diagnoses &amp; key information</b>						
Primary Need											
Area(s) of Need	<input type="checkbox"/> Cognition & Learning <input type="checkbox"/> Communication & Interaction <input type="checkbox"/> Social, Emotional & Mental Health <input type="checkbox"/> Sensory and/or Physical	<b>Exam Access Arrangements</b> <i>(Normal Way of Working)</i>	<input type="checkbox"/> Up to 25% additional time <input type="checkbox"/> Rest breaks / sensory breaks <input type="checkbox"/> Working away from main classroom <input type="checkbox"/> Other:	<input type="checkbox"/> Reader (Individual or small group) <input type="checkbox"/> Prompt (for focus) <input type="checkbox"/> Scribe or transcribe	<input type="checkbox"/> Word processor or electronic aid <input type="checkbox"/> Highlighter pens <input type="checkbox"/> Enlarged / adapted visual materials						

## Strengths & Difficulties

	<b>Teacher Voice</b>	<b>Parent/Carer Voice</b>	<b>External Specialist Advice e.g. Reports &amp; Assessments</b>
<b>Areas of strength</b>			
<b>Areas of difficulty</b>			

## Provision & Needs

<b>Ongoing Provision &amp; Key Strategies to Support</b>	<b>Specific Needs (as identified on INDES)</b>	<b>INDES Level Outcomes</b> <i>(0 is low, 7 is high)</i>
		A. Speech & Language B. Social Communication & Interaction C. Learning & Cognition Difficulties D. Social, Emotional & Mental Health E. Deafness F. Visual Impairment G. Physical Disability, Neurological Impairment, Medical, Independence & Sensory



# 7 Cs Learning Portfolio©

## Assessment of Strengths & Barriers to Learning



<b>Pupil</b>		<b>Date</b>		<b>Completed by</b>	
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For each 7 Cs element, identify if this is: **Emerging (a significant difficulty)**, **Evolving (a difficulty)**, **Effective (neutral)**, **Enhanced (a strength)**, **Exceptional (a significant strength)** or Unknown. Once completed, use this profile, along with information from Pupil and Parent/Carer Voice to help identify the focus elements for Termly Targeted Outcomes.

Cognition		Communication		Creativity		Control	
<b>Working Memory</b> <i>Capacity to hold and manipulate information</i>		<b>Expressive Vocabulary</b> <i>Subject and category words</i>		<b>Generation of Ideas</b> <i>Thoughts and ideas</i>		<b>Self-Regulation</b> <i>Control &amp; manage behaviour, emotions &amp; language</i>	
<b>Speed of Processing</b> <i>Time taken to assimilate information</i>		<b>Articulation</b> <i>Accuracy of pronunciation</i>		<b>Problem Solving</b> <i>Using initiative to find solutions (includes gaming)</i>		<b>Behaviour for Learning</b> <i>Readiness to engage &amp; participate</i>	
<b>Inference</b> <i>Using information to make predictions</i>		<b>Language &amp; Comprehension</b> <i>Understanding of spoken language</i>		<b>Attention</b> <i>Sustained focus and concentration</i>		<b>Anxiety Management</b> <i>Control over fear and anxious thoughts</i>	
<b>Anticipation</b> <i>Pause, consider &amp; identify possible outcomes</i>		<b>Collaborative Conversation</b> <i>Turn taking &amp; responding to questions</i>		<b>Motivation</b> <i>Eager and willing to engage</i>		<b>Confidence</b> <i>Belief in self and own capacity to contribute</i>	
<b>Reflection</b> <i>Noticing actions and impact</i>		<b>Listening</b> <i>Extracting information from speech</i>		<b>Making Things</b> <i>Designing, constructing, craft</i>		<b>Resilience</b> <i>Capacity to 'bounce back' and try again</i>	
<b>Evaluation</b> <i>Weighing up and making judgements</i>		<b>Social Communication (Output)</b> <i>Use of verbal &amp; non-verbal communication</i>		<b>Courage &amp; Determination</b> <i>Fearless to have a go and sustain effort</i>		<b>Language of Emotions</b> <i>Ability to label feelings</i>	
<b>Analysis</b> <i>Combining information</i>		<b>Social Interaction (Input)</b> <i>Reaction to verbal &amp; non-verbal cues</i>		<b>Trust</b> <i>Secure in self and those around them</i>		<b>Independence</b> <i>Capacity to work alone</i>	
Compassion		Co-ordination		Curriculum		Other (please describe):	
<b>Friendships</b> <i>Initiate &amp; sustain positive relationships with peers</i>		<b>Fine Motor</b> <i>Handwriting, cut, thread, manipulation with fingers</i>		<b>English</b> <i>Reading, writing &amp; spelling</i>		<b>3 Key Strengths (from these elements)</b>  <b>1.</b> <b>2.</b> <b>3.</b>	
<b>Turn Taking</b> <i>Ability to wait, follow rules and share</i>		<b>Gross Motor</b> <i>Run, walk, jump, skip, kick, catch &amp; throw</i>		<b>Maths</b> <i>Number, money, time, shape, space</i>			
<b>Empathy</b> <i>To anticipate experiences of others</i>		<b>Sensory</b> <i>Vision, hearing &amp; tracking</i>		<b>Science</b> <i>Biology, chemistry &amp; physics</i>			
<b>Sense of Justice</b> <i>Own ethical code and sense of right &amp; wrong</i>		<b>Mobility</b> <i>Independent movement</i>		<b>Creative Arts</b> <i>Art, music, drama &amp; dance</i>		<b>3 Focus Areas (from these elements)</b>  <b>1.</b> <b>2.</b> <b>3.</b>	
<b>Self-Esteem &amp; Wellbeing</b> <i>Sense of self-worth and value of self-care</i>		<b>Stability &amp; Balance</b> <i>Control over movement</i>		<b>Humanities</b> <i>History, Geography &amp; Religious Education</i>			
<b>Self-Efficacy</b> <i>Belief in own capacity to effect change</i>		<b>Posture</b> <i>Effective positioning</i>		<b>ICT</b> <i>Computing &amp; gaming</i>			
<b>Support for Others</b> <i>Befriend and encourage others</i>		<b>Sensory Processing</b> <i>Filter, respond or extract sensory information</i>		<b>PE &amp; Sports</b> <i>Games, athletics, gymnastics &amp; sports</i>			



# One Page Profile – Autumn Term 2024 Pupil Voice



Name		Age		Class	
				Year 4 (Woodpeckers)	
 This is me!	 My hobbies, interests and things that are important to me	 My strengths, skills and talents	 What school is like for me	 How to communicate with me	
<div style="border: 1px solid black; padding: 10px; text-align: center;">INSERT PHOTO HERE</div>					
 My fears, worries or things I don't like	 What people can do to help me	 What I want my teachers to know and understand about me	 My dreams and goals for the future	 One thing I would like to change about school	
One Page Profile written by				Date	



# Autumn Term 2024 Targets

This term we are focusing on these 3 elements:



<b>Baseline (Assess) -</b> What can they do now?		<b>Targeted Outcome -</b> What will success look like?	<b>Outcome (Review) -</b> How did they get on?	<b>7 Cs Tracker</b> 	
<b>1</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>2</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>3</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	

## Provision (Plan & Do)

<b>To help develop these skills in school we will:</b>	<b>Interventions (If applicable)</b>
•	•

## **At home or when you are out and about you should:**









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## My Self-Help Toolbox (Autumn term 2024)

*Things I will do or use to help myself succeed*


## Autumn Term 2024- Provision Review

	 What's going well / What's working?	 What's not going well / What's not working?
 <b>Pupil Voice</b>		
 <b>Teacher Voice</b>		
 <b>Parent / Carer Voice</b>		
 <b>Important dates or other updates since last review meeting</b>		
 <b>What will we change?</b>		
 <b>Focus elements agreed for Spring</b>		



# Spring Term 2025 Targets

This term we are focusing on these 3 elements:



<b>Baseline (Assess) -</b> What can they do now?		<b>Targeted Outcome -</b> What will success look like?	<b>Outcome (Review) -</b> How did they get on?	<b>7 Cs Tracker</b> 	
<b>1</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>2</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>3</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	

## Provision (Plan & Do)

<b>To help develop these skills in school we will:</b>	<b>Interventions (If applicable)</b>
•	•

## **At home or when you are out and about you should:**









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# My Self-Help Toolbox (Spring term 2025)

*Things I will do or use to help myself succeed*


## Spring Term 2025- Provision Review

	 What's going well / What's working?	 What's not going well / What's not working?
 Pupil Voice		
 Teacher Voice		
 Parent / Carer Voice		
 Important dates or other updates since last review meeting		
 What will we change?		
 Focus elements agreed for Summer		





# Transition Support Plan – Summer Term 2025 Pupil Voice



Name

I prefer people to call me

Current Class / School

New Class / School

## Background information about me



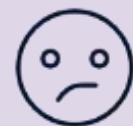
My friends and people who are important to me...



What I'm looking forward to about next year...



Things I like...



Things I'm worried about next year...



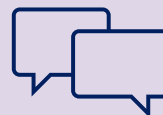
Things I don't like...



Questions I have about my new class or school...



What I'm good at...



It would be useful if new adults were told this about me...



What I find tricky about school...



To help me with transition I may like:

- Extra visits (small group)
- 1:1 talk with my new teacher(s)
- Transition Social Story
- Photos of key people
- Transition buddy
- Something else (Please describe):
- Extra visit (During quieter time)
- 1:1 talk with new class TA(s)
- Information booklet
- Photos of key places or map
- Transition object



# Summer Term 2025 Targets

This term we are focusing on these 3 elements:



<b>Baseline (Assess) -</b> What can they do now?		<b>Targeted Outcome -</b> What will success look like?	<b>Outcome (Review) -</b> How did they get on?	<b>7 Cs Tracker</b> 	
<b>1</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>2</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	
<b>3</b>	7Cs Area: Element: Baseline description:			Baseline	
				Outcome	
				Progress	

## Provision (Plan & Do)

<b>To help develop these skills in school we will:</b>	<b>Interventions (If applicable)</b>
•	•









<b>At home or when you are out and about you should:</b>
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## My Self-Help Toolbox (Summer term 2025)

*Things I will do or use to help myself succeed*


## Summer Term 2025- Provision Review

	 What's going well / What's working?	 What's not going well / What's not working?
 <b>Pupil Voice</b>		
 <b>Teacher Voice</b>		
 <b>Parent / Carer Voice</b>		
 <b>Important dates or other updates since last review meeting</b>		
 <b>What will we change?</b>		
 <b>Suggested focus elements for Autumn</b>		