



7 Cs APDR Support Plan 2023-24

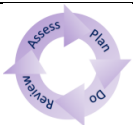


(photo)

Name: Pupil A

Class: Year X

School: St Mary's C of E Junior Academy



SEND Support Plan - ASSESS



Name	Pupil A	Class	Year 5	School	St. Marys Junior Academy
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SEN Stage	K	Disability		Diagnoses & key information	<ul style="list-style-type: none"> Pupil A attended the Personalised Provision (smaller classroom) full time for one-year 2022-23 and has now reintegrated back to her home class. Neurodevelopmental Service (NDS) referral- Pupil A has been accepted onto diagnostic pathways. Education, Health and Care Needs Assessment (EHCNA)- Professional Application submitted 27-05-23. EHCNA- Yes to Assess- (23-06-23) EHCNA- EP Teams Assessment with SENDCo / Parent / Pupil (19-10-23) 	
Date put on SEND Record	2020					
Primary Need	Social, Emotional & Mental Health					
Area(s) of Need	<input checked="" type="checkbox"/> Cognition & Learning <input checked="" type="checkbox"/> Communication & Interaction <input checked="" type="checkbox"/> Social, Emotional & Mental Health <input checked="" type="checkbox"/> Sensory and/or Physical		Exam Access Arrangements <i>(Normal Way of Working)</i>	<input checked="" type="checkbox"/> Up to 25% additional time <input checked="" 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 checked="" type="checkbox"/> Prompt (for focus) <input checked="" 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
Profiling tools	<input checked="" type="checkbox"/> Individual Needs Descriptors in Educational Settings (INDES)		<input checked="" type="checkbox"/> 7 Cs Learning Portfolio	<input type="checkbox"/> PEaSS	<input type="checkbox"/> Combined SpLD Checklist	

Strengths & Difficulties

	Teacher voice	Pupil voice	Parent/Carer voice
Areas of strength	Pupil A is a friendly, polite and well-behaved girl. She likes to be helpful and responds well to praise. Pupil A produces neat, tidy work and presents it well.	Pupil A said that she thinks handwriting and maths are her strengths.	Friendly Kind - warm, loving Willing to learn new things Creative Active Adventurous
Areas of difficulty	Pupil A finds it difficult at times coming into school and to express her feelings. She has emotional outbursts and finds it hard to calm herself. Pupil A lacks confidence in her abilities.	Pupil A said that she finds harder maths questions tricky. She struggles being in a larger class.	Loud spaces Sensory overload and needing a quieter area

Personalised Provision

Specialist assessment of needs & key reports	Reasonable adjustments & key provision
<ul style="list-style-type: none"> Educational Psychologist EP (13-01-22) SaLT Assessment (01-11-22) Respectrum Advisory Service (SEND Report) – (29-11-22) SENDCo wrote letter to GP (15-05-23) requesting NDS Referral. 	<ul style="list-style-type: none"> Prompt Pupil A to use her aids: fidget tools, head phones, quiet work space. Adults encourage Pupil A to use her emotions fan to show how she is feeling and her feelings diary to write down her feelings. Adult support Pupil A to use her ZoR tracker to notice trigger points throughout the day / week. Adults support Pupil A to notice when she needs to wear her headphones to filter out noise. Adult facilitate daily 2:45pm choosing time for good efforts to concentrate and focus well.



AUTUMN TERM - PLAN & DO



This term we are working on these 3 small-step targets:

	1	2	3
Barrier (Element)	Creativity- Attention and concentration	Control- Emotional regulation	Sensory processing
Tracker Baseline	Emerging- 2	Emerging- 1	Emerging- 2
Targeted Outcome	I can use a fidget tool to help sustain focus and so I can concentrate during 15 minutes of independent learning.	I can use my emotions fan to help me identify how I am feeling and a Zones of Regulation (ZoR) strategy to regulate myself.	I can choose when to wear headphones to help screen out additional sounds so I can manage my own sensory experiences.
Teacher Adjustments	Pupil A will use a fidget tool during inputs and listening times whilst still looking at the speaker. Adult to use Pupil A's name at the start of an instruction , ensure information is concise and broken down into chunks .	Adult support Pupil A to start the day by looking at the zones of regulation. Adults model how to notice and identify how you are feeling, integrating emotions language into conversation.	Adults will support Pupil A to notice when she needs to wear her head phones and pre-empt situations which could be a trigger sensory overload.
Additional Support & Resources	Fidget tools. Use of headphones, quiet work spaces, personal reward chart. Vary posture between tasks.	Feelings diary. Emotions cards /fan.	Headphones, sunglasses, fidget tools, quiet space.
Intervention	2:45pm Reward time for engaging in learning and being in class for each lesson.	Use the ZoR tracker to notice patterns in Pupil A's day and identify trigger points for distress.	
How people at home will support me	Praising Pupil A for making good choices and earning reward time.	Use emotions cards at home and encourage Pupil A to point to and say how she is feeling.	Talk to Pupil A about her sensory experience and support her to notice her own triggers e.g. noise / situations.

My Self-Help Toolbox

Fidget tool	Headphones	Quiet space	Zones of regulation	Emotions cards / fan	Social stories



AUTUMN TERM – REVIEW

Monday 11th December 2023



Targeted Outcome 1

	7 Cs Tracker	Sept	Emerging 2	Dec	Emerging 3	Progress over term	+1
	How I got on						
	Comments	Pupil- The fidget tools have helped a bit.					

Targeted Outcome 2

	7 Cs Tracker	Sept	Emerging 1	Dec	Emerging 2	Progress over term	+1
	How I got on						
	Comments	Pupil- ZoR toolkit has helped.					

Targeted Outcome 3

	7 Cs Tracker	Sept	Emerging 3	Dec	Evolving 5	Progress over term	+2
	How I got on						
	Comments	Pupil- I put my headphones on to help block out any loud noises.					

Provision Review








	What's working?	What's not working?
 Pupil voice	Having my owl weighted blanket. My headphones help block out noise in the lunch hall.	My fidget tool has helped but I don't think I need it anymore.
 Teacher voice	Pupil A responds well to her reward chart, and recognizes that she can play tennis in the mornings if she has had a good day. She uses her weighted blanket, fidgets, visual timetable and work is adapted.	Pupil A is still finding sustained concentration quite tricky, especially during longer writing tasks.
 Parent/Carer voice	Mum feels there have been less frequent episodes, Pupil A likes having class jobs to do and being prepared for the day.	At home, Pupil A can still find communication tricky, especially if she is feeling frustrated.
 What will we change?	Encourage Pupil A to use the zones of regulation, use more social stories, support Pupil A coming in. Include movement breaks when necessary. Introduce a praise/communication book.	
New focus elements	Communication	Concentration
		Control



SPRING TERM - PLAN & DO



This term we are working on these 3 small-step targets:

		1	2	3
	Barrier (Element)			
	Tracker Baseline			
	Targeted Outcome			
	Teacher Adjustments			
	Additional Support & Resources			
	Intervention			
	How people at home will support me			

My Self-Help Toolbox



SPRING TERM - REVIEW



Targeted Outcome 1

	7 Cs Tracker	Jan		March		Progress over term	
	How I got on						
	Comments						

Targeted Outcome 2

	7 Cs Tracker	Jan		March		Progress over term	
	How I got on						
	Comments						

Targeted Outcome 3

	7 Cs Tracker	Jan		March		Progress over term	
	How I got on						
	Comments						

Provision Review





	What's working?	What's not working?
 Pupil voice		
 Teacher voice		
 Parent/Carer voice		
 What will we change?		
New focus elements		



SUMMER TERM - PLAN & DO



This term we are working on these 3 small-step targets:

		1	2	3
	Barrier (Element)			
	Tracker Baseline			
	Targeted Outcome			
	Teacher Adjustments			
	Additional Support & Resources			
	Intervention			
	How people at home will support me			

My Self-Help Toolbox



SUMMER TERM - REVIEW



Targeted Outcome 1

	7 Cs Tracker	April		July		Progress over term	
	How I got on						
	Comments						

Targeted Outcome 2

	7 Cs Tracker	April		July		Progress over term	
	How I got on						
	Comments						

Targeted Outcome 3

	7 Cs Tracker	April		July		Progress over term	
	How I got on						
	Comments						

Provision Review

	What's working?	What's not working?
 Pupil voice		
 Teacher voice		
 Parent/Carer voice		
 What will we change?		
New focus elements		