

Insert photograph of
child

Education, Health and Care Plan

Name of child / young person:	
Date EHC plan agreed:	
Signature of plan coordinator:	
Plan review date:	
Plan number:	

Disclosure of an Education, Health and Care Plan (EHC Plan)

Relevant legislation: Regulations 17 and 47 of the SEND Regulations 2014 requires that:

A child or young person's EHC plan **must** be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable (this includes any representations, evidence, advice or information related to the EHC plan).

A child's EHC plan **must not** be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child or young person as set out in the regulations above.

(Please refer to paragraph 9:211 of the SEN Code of Practice for further details)



My Personal Details:			
Surname:		First Name	
Home Address:		Date of Birth:	
		Sex:	
		Home Language:	
		Ethnicity:	
UPN No:		Religion:	
Parent/carer information:			
Surname:		Name:	
Home Address:			
Tel No:		Relationship to Child:	
GP Information:			
Name of GP:		NHS No:	
Address of GP:		Tel No:	

People who have contributed to and written this Education, Health and Care Plan are:

Name	Title / Service / Organisation	How did they contribute?	Report attached? (Include date of Report)
		Attending review and annual review report	14.11.16, 30.10.17
		Report and attending review	October 2016/October 2017
		Pupil contribution form	22.11.16/Oct 2017
		report	9.11.16/19.10.17
		report	16.11.16
		Parent/carers comment sheet	26.10.17
		report	No date

Section A

This section sets out the views, interests and aspirations of the child / young person and his or her parent / carers. If this child has an up to date one page profile, this can be inserted here or the information from this can be used to inform this section of the plan.

My Views, Interests, Hopes and Dreams

What people like and admire about me:

X is described as a delight to greet every morning and it seems clear that she enjoys coming to school.

X is a great communicator and her language has come on in leaps and bounds this year. X uses a communication system to make her feelings known

X has grown in maturity and patience over the course of the year.

My feelings about school:

What activities do I like at school:

I like working on the IPad

I like swings, swimming, SI room and blowing bubbles

I like spot Games

Where do you like to be in school? like to be in the white room blowing bubbles

X enjoys being in class 3, she also likes to have time in the playground and enjoys lunchtime club on Tuesday's.

How best to support me:

X especially likes working 1:1 and responds well to consistency.

X has a behaviour support plan in place

Use a physiotherapy programme to maintain movement and strength.

X needs support with self care tasks including toileting. X needs you to talk her through the process to reduce her anxiety

Use a communication system that all staff are trained on to support X to communicate

My Parent / Carer Views, Hopes and Dreams for Me

This might include education, play, health, friendships, further education, preparation for adulthood, university and employment

At X's annual review in November 2016 parents said that they had enjoyed reading X's report and were proud of all her achievements. In the review meeting in October 2017 parents commented that although X loves school and continues to progress in all areas transition is difficult. School have come up with a joint plan in regard to how to support X with this.

X is very fixed on routines at home and this can cause difficulties when she needs to wait. Parents feel her communication skills have progressed amazingly, with all people supporting her now using the same communication methods

X has limited social contact with other children and parents are keen for an integration session.

X will hit her head, hits and pinch if things if she gets frustrated, parents would appreciate some support with this.

The kitchen at home is mostly inaccessible for X as it is downstairs, this means the family can rarely sit and eat together and X is not part of the 'hub' of the house. This social separation is difficult for the family to manage and it is recognised that this may add to X's frustration.

Background:

X was initially referred to the Educational Psychology Service in January 2011 by the Portage Service. X has Microcephaly, epilepsy and autism,. X has severe and complex difficulties associated with her disability.

X was in local authority care in Kent from birth up until 18 months old, Mrs X took care of X from 18 months old and have a special guardianship order. X has two siblings who are younger than her, she can be physically violent to them at times. X is a much loved child who is part of the family and included. It can be difficult, however, to get X out in the community as she struggles with transition.

Section B

In this section, the child / young person's special educational needs must be specified.

My Strengths and Special Educational Needs

Cognition and Learning

Strengths:

- X shows an interest in the world around her
- X loves stories
- X has made good progress in school over the last year, she has achieved 9/12 targets set.
- X has excellent attendance although transition can be an issue.

Special Educational Needs:

- X is working at 'P' scales across all areas of the curriculum.
- X requires adult support to access learning and to perform self-care tasks

Social, Emotional and Mental Health Difficulties

Strengths:

- X clearly enjoys coming to school but transition into and out of the school building can be difficult for X
- X greets all known adults
- X has grown in maturity over the year and is gradually becoming more patient and realising that her needs cannot always be met immediately. A positive behaviour support plan is in place for X
- X has developed her empathy and her understanding of other children's needs and emotions and this has helped her to understand that she has to wait her turn or wait until a member of staff can come to help her.

Special Educational Needs:

- X can bang her head, however, this does not happen as often.
- X can become upset and frustrated if her needs are not being understood or are responded to immediately.
- X can be unpredictable at times, she can hit out, pinch, scratch and pull hair of staff or other children. X is being supported by a positive behaviour approach and instances have reduced in the last year

Sensory/Physical

Strengths:

- X has worked hard when swimming and has become more independent.
- X has occasionally taken part in the lunchtime sports club and in offsite activities such as Boccia and athletics. She has shown enthusiasm towards these activities and especially likes taking part in catching and throwing games.

Special Educational Needs:

- X has a diagnosis of autism and displays several traits, including rigidity of routine. This is helped by consistency
- X has sensory processing issues. X does not like certain smells, or food textures. These are noted in her plan
- X has epilepsy, she has not had a seizure for 6 months. This continues to be monitored and staff are trained in rescue medication procedures.

Communication and Interaction

Strengths:

- X is enthusiastic to communicate and will use her communication system. It sometimes takes her a period of time to express herself but will clearly give her likes and dislikes.
- X is able to identify basic emotions from both photos of real people and line drawings.

Special Educational Needs:

- X's communication skills are delayed in all areas.
- Currently X is able to understand 2 key word level instructions both in structured activities and in different structured activities and situations throughout the school day. X is able to sometimes follow 3 key word level instructions.

Independence and Self Help

Strengths:

- X can use a fork and spoon in her left hand very efficiently to feed herself, she needs staff to cut her food up.

Special Educational Needs:

- X is reliant on adult staff to support her self-care needs.
- X uses a two handled cup to drink from and at times she just needs reminding to try and support the cup using her right hand.
- X continues to sit on the toilet twice daily and regularly passes urine, She has not reached the stage where she is able to tell staff that she needs to use the toilet.

Summary of Needs;

- cognition and learning
- speech and language
- sensory needs
- fine and gross motor skills
- independence skills

Section C

This section sets out the health care needs that have been identified for the child / young person which are related to their SEN.

My Health

X has a diagnosis of Microcephaly, epilepsy and autism,. X has severe and complex difficulties associated with her disability. X is monitored by Consultant paediatrician

X has not had any seizures for the last 6 months. This is being monitored.

X's general health is described as good.

Section D

This section sets out the social care needs that have been identified for the child / young person in relation into their SEN.

My Social Care

X is an open case to social care. They have been working with the family looking at the impact of caring upon X siblings but also how the family can be supported in the home when X displays behaviour that challenges. There are currently team around the family meetings. It is expected that all professionals work with the family on their support plans and strategies to ensure a consistent message to X. X also receives a short break away from the family home in order to increase her independence skills and to enable her siblings to have some one to one time with their parents.

Sections E & F: Educational Outcomes and how we plan to achieve them. (Special Educational Provision)

Set out here, a list of outcomes sought for the child / young person.

If the young person is in year 9 or above, this section **must** include the provision required by the young person to assist in preparation for adulthood and independent living. For example support for finding employment, housing or participation in society.

How we achieve the outcomes listed in Section E.

Cognition and Learning

Section E	
Outcomes to be achieved	Timescale to achieve
Short term expected outcomes: X will show understanding of words, signs and symbols that describe positions.	To be achieved by the end of this academic year.
Medium term expected outcomes: For X to make academic progress in line with her level of ability.	To be reviewed annually as part of the annual review process.
Longer term aspirations (beyond education): For X make academic progress so that she can pursue her chosen areas of interest or choice of further education. For X to learn as many self care skills as possible to equip her into adulthood	To be reviewed annually as part of the annual review process. Longer term aspirations will be discussed in more detail during years 9, 10 and 11.

Section F	
The special educational provision	By whom (and funding source where appropriate)
<p>A differentiated curriculum that incorporates multi-sensory teaching.</p> <p>Access to staff that have experience of working with pupils who have complex learning and physical difficulties.</p> <p>A high level of adult support to access the curriculum.</p> <p>Specific interventions to work on targets, including positive behaviour support</p>	<p>School provision i.e. Class teacher and teaching assistant (from delegated budget plus top up funding)</p>

Social, Emotional and Mental Health Difficulties

Section E	
Outcomes to be achieved	Timescale to achieve
<p><i>Medium term expected outcomes:</i></p> <p>For X to understand a reward chart. For all interactions to be based upon a positive behaviour approach</p>	<p>To be reviewed annually as part of the annual review process.</p>

Section F	
The special educational provision	By whom (and funding source where appropriate)
<p>Strategies to support X to modify her behaviour and learn more positive ways of expressing her frustrations.</p> <p>A high level of support to ensure that X is kept safe at times of frustration (when in the past she has been known to bang her own head).</p>	<p>School provision i.e. Class teacher and teaching assistant (from delegated budget plus top up funding)</p>

Sensory / Physical

Section E	
Outcomes to be achieved	Timescale to achieve
<p>Short term expected outcomes:</p> <p>To be able to access sensory support at times of frustration</p> <p>Medium term expected outcomes:</p> <p>To be able to increase self regulation at time of frustration</p>	<p>To be achieved by the end of this academic year.</p> <p>To be reviewed annually as part of the annual review process.</p>

Section F	
The special educational provision	By whom (and funding source where appropriate)
<p>A high level of adult support to ensure that X can access the curriculum.</p> <p>X should be sat at the front of the class, so that she has good visual access to teachers, resources and demonstrations.</p> <p>Opportunities for 'hands on' learning and activities, so that X can gather information using all of her senses.</p> <p>Allow X extra time to explore objects and for her to be able to communicate her feelings</p>	<p>School provision i.e. Class teacher and teaching assistant (from delegated budget plus top up funding)</p>

Communication and Interaction

Section E	
Outcomes to be achieved	Timescale to achieve
<p><i>Short term expected outcomes:</i></p> <p>X will consistently (50% - 75% of the time) follow 3 key word level instructions.</p>	<p>To be achieved by the end of this academic year.</p>

<p>Medium term expected outcomes:</p> <p>X will develop her understanding of instructions.</p> <p>X will develop her understanding of a range of more complex questions requiring more complex information.</p> <p>X will increase the vocabulary and communication.</p>	<p>To be reviewed annually as part of the annual review process.</p>
<p>Section F</p>	
<p>The special educational provision</p>	<p>By whom (and funding source where appropriate)</p>
<p>Teaching staff to provide focused opportunities on a daily basis for X to answer 3 key word level instructions in class, teaching staff to model appropriate answers.1:1 sessions were possible.</p> <p>Teaching staff to model language across the school day for a range of activities using PODD activity pages/a PODD book.</p> <p>An environment where language is simplified and strategies/approaches such as routines, intensive interaction and Makaton signing/communication system are used to assist her understanding and expression.</p> <p>Speech and Language Therapy sessions to be delivered at least weekly by school staff trained in approaches such as intensive interaction and Makaton/communication systems</p>	<p>School provision i.e. Class teacher and teaching assistant (from delegated budget plus top up funding)</p> <p>Speech and Language Therapy Services (Together Trust)</p>

Independence and Self Help

Section E	
Outcomes to be achieved	Timescale to achieve
<p><i>Medium term expected outcomes:</i></p> <p>For X to increase her independence as far as is possible in her self care</p> <p><i>Longer term aspirations (beyond education):</i></p> <p>Develop and support X's aspirations for her life beyond education.</p>	<p>To be reviewed annually as part of the annual review process.</p> <p>To be reviewed annually as part of the annual review process.</p> <p>Longer term aspirations will be discussed in more detail during years 9, 10 and 11.</p>
Section F	
The special educational provision	By whom (and funding source where appropriate)
<p>X will require a high level of adult support for all her self-care needs and to enable her to further develop her self-care skills.</p> <p>A small steps programme to help X develop her self-help and life skills to prepare her for adulthood.</p>	<p>School provision i.e. Class teacher and teaching assistant (from delegated budget plus top up funding)</p>

Section G: Health Provision to Meet Identified Outcomes

This section sets out any health provision reasonably required by the learning difficulties or disabilities which would result in the child / young person having SEN.

If the young person is in year 9 or above, this section must include the provision required by the young person to assist in preparation for adulthood and independent living. For example support for finding employment, housing or participation in society.

Outcomes to be achieved	
For X to maintain good general health. <u>Occupational Therapy</u> To ensure that X is able to access appropriate equipment to support her development	
The health provision	By whom (and funding source where appropriate)
Access to yearly review and monitoring by relevant health professionals	Consultant Paediatrician Stepping Hill Hospital
Review by Occupational Therapy Services to monitor the provision of equipment,	Occupational Therapy Services Stockport NHS

Section H1: Social Care Provision

This section specifies all services assessed as being needed for a disabled child / young person under 18 resulting from section 2 of the Chronically Sick and Disabled Person's Act 1970 (CSDPA)

Outcomes to be achieved
There is a team around the family plan in place at present. Professionals are meeting regularly and are supporting the family with strategies in supporting X with her frustrations. X also receives a short break to build on her independence skills.

The social care provision	By whom (and funding source where appropriate)
<p>X to have team around the family meetings until review with all professionals involved.</p> <p>X to access her short break provision twice monthly</p> <p><i>*Support provided by social care can be subject to change due changing needs, family needs and updated assessments</i></p>	

Section H2: Social Care Provision

Social care provision reasonably required by the learning difficulties or disabilities which would result in the child / young person having SEN. This would also include any adult social care provision to be provided to meet the young person's eligible needs under the Care Act 2014.

Outcomes to be achieved
<p>Increase independence</p> <p>Strategies for behaviour management</p> <p>Support to X parents and siblings in their caring role</p>
<p>X and her family can access Stockport Council's local offer for children and young people with special educational needs. The local offer details support available locally for children and young people with special educational needs or disabilities.</p> <p>Please refer: https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page</p>
<p><i>*Support provided by social care can be subject to change due changing needs, family needs and updated assessments</i></p>

Section I: Education Placement

The name and type of school, early years setting, post 16 placement or other relevant placement should be named here. If there is no named provision for this plan, the type of school or other placement attended by the young person should be inserted here.

Name of early years setting / school / college	
Type of school / college	<i>X should attend a secondary school for pupils with complex needs.</i>

Any other relevant information

Section J: Education, Health and Care Plan Resource Sheet

Where there is a personal budget allocated to resource some or all of the needs identified in this plan, the totals must be inserted below. The agreed and signed off support plan outlining the detailed spending plans of the personal budget must also be attached to this plan.

Provision in this plan that is eligible to be provided through a personal budget are:		
Provision	Personal Budget Value	
	Total	£

Insert Personal Budget / Direct Payment Support Plan Where Relevant

Section K: Advice and Information

The advice and information gathered during the education, health and care needs assessment must be attached in appendices). There should be a list of advice and information.

Source	Evidence
	Attached
	Attached
	Attached
	Attached
	Attached