

LUTON BOROUGH COUNCIL

**EDUCATION, HEALTH AND SOCIAL
CARE PLAN**

Name of child/young person

'MODEL PUPIL'

Date of first plan:

Date of current plan/version : 16 June 2014

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Personal details

Name: Model Pupil		Preferred name:
Date of birth:	xx.xx.1998	Gender: Male
Home address:		
Ethnicity: Polish		Religion: Christian
Name of parent(s)/person(s) with parental responsibility:		
Address:		
Telephone number:		
Email address:		
Who I live with:		
<i>c/o address (if different from above).</i>		
Unique Pupil Number:		
NHS Number (?)		
ID number (CareFirst, ICS etc):		

Status of the plan

<p>EHC Plan replacing a statement of the child's special educational needs</p> <p><i>Under the terms of Luton Borough Education, health and social care plan and In accordance with section 324 of the Education Act 1996 ('the Act') and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001.</i></p>	<p>Date Commenced</p> <p>Original Statement dated 15 January 2010</p> <p>Amended Statement dated 4 April 2014</p>
Short break care Services provided under section 17 of the 1989 Children Act	
Short break care Services provided under section 20 of the 1989 Children Act	
Personal educational Plan under section 31 of the Children Act 1989	
Health Care Plan	

Section A: All About Me

The views, interests and aspirations of the child/young person and their parents/carers:

This section was completed with Model who used BSL to sign his contribution

1) Things that are important to me:

I am Polish and Poland is important to me. I am full deaf – I have a cochlear implant. I like things perfect. I love my dog.

2) Things that I am good at:

Textiles, Art, DT – I am good at making things and having ideas. Boxing, magic and telling jokes.

3) Things that I would like to achieve:

I want to say my dog's name. I want to go to college. I want to feel part of everything.

4) Things that I need more help with: I want to work independently if I can. I want to be able to understand and lip read hearing people, and I want them to understand me. I can get angry if people are not signing to me or can't communicate with me.

5) Things that are working for me: Having a BSL communicator. Having a note taker for GCSE lessons. It helps me if you look at me when you are speaking and write it down. A yellow card and a few minutes 'time out when I need to calm down.

What my parents/carers think:

This section was completed with Mrs Pupil through a Polish translator.

'Model' always helps at home. He gets his sister up for school and helps with the shopping.

'Model' produces beautiful pictures.

'Model' is making good progress and is keen to learn. He does his homework without prompting. He has made friends and is growing in confidence.

Section B: My Special Educational Needs

- Model has a bilateral hearing loss – he is profoundly deaf.
- Model has a Cochlear implant (right side) but lack of early intervention impacted on effectiveness and on the acquisition of language.
- Model's first language is British Sign Language (BSL user) - he can lip read a little.
- English is an additional language - EAL (Polish).
- Model struggles to maintain focus in whole class lessons, but is motivated when working 1:1 or in a small group.
- Model can become frustrated if he cannot communicate with others and sometimes loses his temper.
- Model blends colours well and produces beautiful pictures.
- Model is working at National Curriculum levels English S3, Maths H3, Science S4.

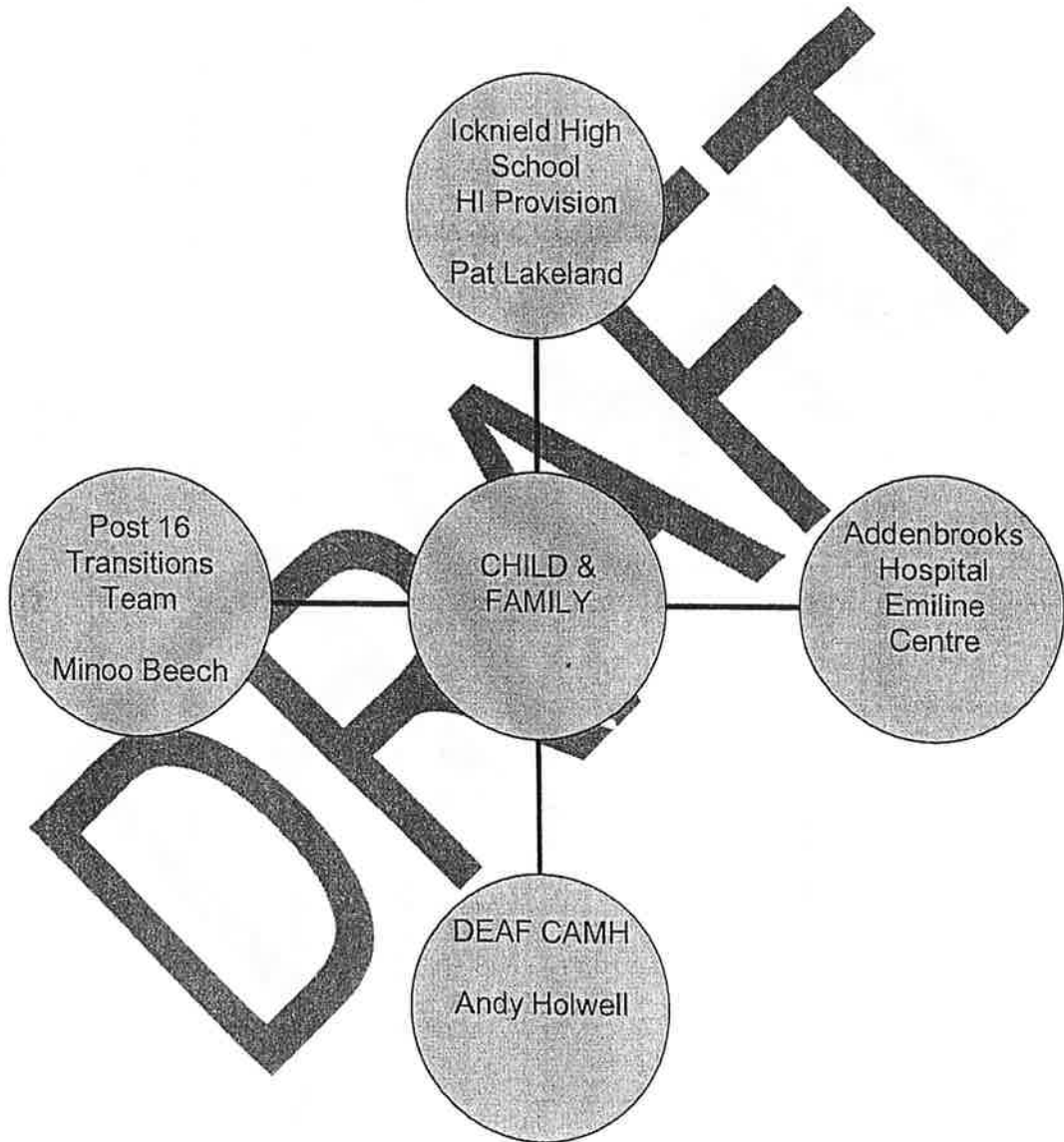
Section C: My Health

- Meningitis at the age of 1 year 3 months resulted in a bilateral hearing loss
- Cochlear implant at the age of 4 (in Poland)
- School have ensured attendance at audiology appointments at Addenbrooks since Yr 7
- Model receives Speech and Language Therapy input within the HI Provision.

Section D: My Social Care

- No social care involvement.

CURRENT NETWORK OF SUPPORT BEING PROVIDED



MY PLAN : Outcomes and Provision (Section E, F, G, H1 and H2)

1. Communication and interaction

OBJECTIVES	Leading to	OUTCOMES
To develop Model's communication skills	so that	he achieves BSL level 2
To develop Model's receptive and expressive language skills	so that	he can communicate clearly using single words
This is important for Model as he needs an effective communication system that reduces frustration and increases independence.	How often will this happen?	This is important to Model as he wants to be able to say his dog's name (to call his dog) and to travel independently to college
This is what I need to support me to achieve the outcomes above.	Who will provide this support ?	Resources/ Annual Cost
An acoustically treated environment. A deaf and hearing peer group	Ongoing	Type of provision F (ED)
Intensive support to develop receptive and expressive language across the curriculum and everyday routines.	1 hr pw	F (ED) G (Health) ?
BSL training- highly structured, small group	15 mins x2 pd	F (ED)
Language development work	30 mins x2 pw	F (ED)
IEP work to address frustration around communication; + yellow card for time out.	Communicator	F (ED)

MY PLAN : Outcomes and Provision (Section E, F, G, H1 and H2)

2. Cognition and learning

OBJECTIVES	Leading to	OUTCOMES
To develop Model's literacy skills	so that	he can be an independent learner, read simple texts and achieve Entry level 3
To develop Model's numeracy skills	so that	he can achieve GCSE Grade C
<i>This is important for Model in order for him to achieve his full potential</i>		<i>This is important to Model because he wants to be able to go to college and to be able to work independently</i>
This is what I need to support me to achieve the outcomes above.	How often will this happen?	Who will provide this support?
A highly structured individualised literacy programme	3 hrs pw	OD (delivered in HI dept)
Access to mainstream numeracy lessons	3 hrs pw	Supported by a Communicator
Curriculum differentiation (scaffold in lessons)	All lessons	Communicator
Access to individual lessons in the HI dept reinforce work in 2 options	6 hrs pw	Communicator
Strategies to support learning and inclusion (deaf awareness)		
Sit at the front of class; make lessons visual; have clear lip patterns; pace not too fast/slow; written instruction to support spoken language.		

Summary of the support 'Model' needs to succeed and achieve

'Model' will need access to an educational provision in a school which provides the following

- A broad and balanced curriculum differentiated appropriately to meet his learning needs and enable him to access all activities and all areas of the curriculum
- 'Model' will require support from a communicator for a total of xxxxx hours per day/week to support him in accessing the curriculum, to support his communication, social interaction, and understanding of instructions and to work toward his personal targets
- 'Model' will require support from a specialist teacher for a total of zzzz hours per day/week to support him in accessing the curriculum to support his communication, social interaction, and understanding of instructions and to work toward his/her personal targets
- Close monitoring of progress with high expectations and challenges to promote developments

The previous tables (Section E, F, G, H1 and H2) provide specific details about any special educational provision, and the health and social care provision that will be required to ensure all that 'Model's' needs are met in an integrated way.

If Model needs support from health professionals and social care services this will include access to appropriate professionals working with him and with staff within the school setting.

This will include, if appropriate, speech and language therapy/occupational therapy/ CAMHS /educational psychologists to support Model's development and progress in relation to desired outcomes.

Section I: Educational Establishment:

This is the type of school I will go to:	A maintained mainstream school with a specialist provision for pupils with HI
This is where I will go to school:	Icknield High School

These are the people who have agreed to help me with my Plan:

The following partners to my plan have agreed to the needs and actions listed above and have agreed to undertake these actions within the timescales specified in the Plan.

Name	Role	Lead Person (this is the lead person for each agency who will help make this Plan work)	Signature	Date

Section J: Personal Budget

	Yes	No
Does xxxx and his/her parents want to take a personal budget for his/her support?		
If yes, is this a:		
Notional budget		
Notional and direct payment budget		
Direct payment budget		

Xxx's Personal Budget allocation is:

£xxxxx

Description of support	Weekly cost	Annual cost
Education	£	£
Health	£	£
Social Care	£	£
Other (e.g. transport)	£	£
TOTAL AVAILABLE AS PERSONAL BUDGET	£	£

Section K: Appendices

Role/Responsibility	Title/Name	Service	Date of report	Comment

Monitoring Arrangements:

Arrangements for monitoring and reviewing my EHC Plan:

The next review of my EHC Plan will take place on date and will be held at xxxx school/college/pre-school. All people helping in this Plan will be invited to join me at the meeting or send in information.

It is possible that the frequency and duration of some provision in the EHC Plan will be less than 12 months and reviews may need to be held more frequently to reflect these changes (e.g. short term objectives for health and social care provision.)

Education monitoring:

The school/college/pre-school is responsible for the setting, monitoring and reviewing of short-term targets to meet the educational outcomes of this plan.

Health monitoring:

The relevant Health Provider is responsible for monitoring and reviewing xxxx's health provision and needs.

Social care monitoring:

The relevant social care manager is responsible for monitoring and reviewing xxxx's social care provision and needs.

If there are any significant changes in xxxx's needs Education, Health or Care services can consider calling an additional review of this Plan.

Signatures /Legal Requirements

We agree with the contents of this Plan

Signed:

(Duly authorised officer – on behalf of Luton Borough Council - Education)

Date:

Signed:

Signed:

Parent/Carer and/or

Date:

Signed:

Child/Young Person

Date:

Signed:

(Duly authorised officer – on behalf of Health Commissioners)

Date:

Signed:

(Duly authorised officer – on behalf of Luton Borough Council – Social Care)

Date:

