

Education, Health and Care Plan



Date of plan:
Issue Number:

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

Personal Details

Name	[REDACTED]						
D.O.B	[REDACTED]	Gender	Female	1st Language	English		
Age	[REDACTED]						
Name of Educational Setting	[REDACTED]						
Educational Year	[REDACTED]						
Unique Pupil No.	[REDACTED]			NHS No.	[REDACTED]		
Is this Child/Young Person looked after?	<input type="checkbox"/>	Full Care Order	<input type="checkbox"/>	Interim Care Order	<input type="checkbox"/>	Section 20	<input type="checkbox"/>

Child/Young Person:	[REDACTED]	Address / email:	[REDACTED]	Tel Number:	[REDACTED]
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Name of Person with Parental Responsibility:	[REDACTED]	Address / email:	[REDACTED]	Tel Number:	[REDACTED]
Mother's name:	[REDACTED]	Address / email:	[REDACTED]	Tel Number:	[REDACTED]
Father's name:	[REDACTED]	Address / email:	[REDACTED]	Tel Number:	[REDACTED]
Carer's name	[REDACTED]	Address / email:	[REDACTED]	Tel Number:	[REDACTED]

Date Plan First Issued	[REDACTED]	Current Edition Number	[REDACTED]	Date Issued	[REDACTED]
Next Review Date	[REDACTED]				

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

People involved in preparing my Education, Health and Care Plan		
Name	Role:	Contact:
[REDACTED]	Parent	[REDACTED]
David Rhodes	SEN Officer	Peterborough City Council 01733 863900
Alison Tolson	Educational Psychologist	Peterborough City Council 01733 863689
Shana Mozejko	Assistant Head Teacher	Phoenix School 01733 391666
Dr Menaka Maharasingham	Consultant Community Paediatrician	Peterborough Integrated Child Health Services 01733 777937
Liz Jones	Social Worker-Transitions Team	Peterborough City Council 01733 454452

SECTION A – BACKGROUND INFORMATION, VIEWS, INTERESTS AND ASPIRATIONS

A (i) BACKGROUND INFORMATION

The story so far/all about me/relevant background information (<i>needs to be as accurate</i>)			
<p>[REDACTED] has a Mitochondrial Cytopathy which is a metabolic disorder caused by the absence of an enzyme (Pyruvate Denydrogenase) which results in profound delay in development, epilepsy and significant physical disability. In addition she is visually impaired. [REDACTED] has a gastrostomy. She presents as a placid but contented young woman. [REDACTED] can communicate her needs by pushing things away if she does not want something or by lifting her hand if she does want something. To understand what [REDACTED] is trying to communicate, staff need to know her well and be able to interpret her body language, facial expressions and noises. [REDACTED] has been, and is being, extensively investigated at Great Ormond Street and Addenbrooke's Hospital. [REDACTED] had a spinal operation in February 2013 and her mum has reported that her posture has improved following the operation.</p> <p>[REDACTED] has received respite at Otters Retreat which is now closed and is now accessing Lyons Gardens. The family have 68 hours of care a week to support [REDACTED] needs at home.</p>			
Completed by:	David Rhodes SEN Officer	Date Completed:	27 th March 2015

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

A (ii) [REDACTED] VIEWS, INTERESTS AND ASPIRATIONS

[REDACTED] communicates by:			
Using objects of reference, facial expression and body language.			
[REDACTED] has participated in developing this plan in the following ways:			
Participating in person centred reviews, taking part in classroom activities and making her wishes known to staff that she likes to work with.			
People who are important to [REDACTED]:			
Mum, Dan, Sisters (Lizzy and Grace), Direct Payment Carers (Liz, Pam, Janine, Karen and Sam), [REDACTED], All of her school friends.			
[REDACTED] views about aspirations, things/he/she is interested in, enjoys doing, is good at, might want to be better at, learn to do, will need help with at home, in the educational setting and in the community:			
[REDACTED] has made her wishes known to her family and staff at school through her facial expressions and gestures. She likes being part of a busy group where there is a lot of activity and a general buzz going on. She likes having her hand held, she likes soft things. She particularly enjoys her aromatherapy sessions.			
Completed with help from	School staff and family	Date completed:	27 th March 2015

A (iii) PARENT'S/CARER'S VIEWS

Parents/carers views about aspirations, the things that Emily is interested in, enjoys doing, is good at, might want to be better at, learn to do, will need help with at home, in educational setting and in the community:			
Mrs [REDACTED] would like [REDACTED] to experience the hustle and bustle of everyday life and to mix with a range of people. She would like her to build on her communication skills to aid her choice making as she moves into the adult world. She would also like her to experience new environments but would not want her to be going to an establishment on a full time basis. Mrs [REDACTED] has stated that it is vital that [REDACTED] continues to receive Physiotherapy, Hydrotherapy and Occupational Therapy. She would also like her to continue to have access to aromatherapy.			
Completed by:	Mrs [REDACTED] at the planning meeting	Date Completed:	27 th March 2015

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

SECTION B - CHILD OR YOUNG PERSON'S SPECIAL EDUCATIONAL NEEDS

Please describe the needs that have been identified in the EHC Assessment (in priority order, where possible) in the following areas:

Communication and interaction	<p>Strengths:</p> <ul style="list-style-type: none"> • Let's people know when she likes something or dislikes something • Works hard to make her feelings known • Likes to be around adults and her peers • Can respond to social situations and communicate basic emotions <p>Special Educational Needs</p> <ul style="list-style-type: none"> • Has delayed expressive and receptive language skills • Has delayed social interaction and social communication skills
Social, emotional and mental health	<p>Strengths:</p> <ul style="list-style-type: none"> • Senses if there is something wrong in the classroom setting <p>Special Educational Needs:</p> <ul style="list-style-type: none"> • Needs to continue to express her basic emotions using non-verbal communication
Cognition and learning	<p>Strengths:</p> <ul style="list-style-type: none"> • Is able to access a sensory curriculum <p>Special Educational Needs:</p> <ul style="list-style-type: none"> • Has profoundly delayed early learning and cognitive skills • Has a limited attention span
Sensory and/or physical	<p>Strengths:</p> <ul style="list-style-type: none"> • Starting to get more control of her limbs and head • Starting to tolerate more physical contact <p>Special Educational Needs :</p> <ul style="list-style-type: none"> • Has a visual impairment • Has delayed motor skills • Has delayed self-help and independent living skills

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

SECTION C – HEALTH NEEDS WHICH RELATE TO SEN**Please describe the Health needs that have been identified in the EHC Assessment**

[REDACTED] has Mitochondrial Cytopathy- mitochondria, the energy producing structures found in every cell in the body, don't work correctly, so any organ can be involved. Tissues that use a lot of energy, particularly the brain, muscle, kidney and liver are more commonly involved.

[REDACTED] has epilepsy including tonic clonic seizures for which require PRN medication and oxygen are prescribed

Due to [REDACTED] complex health condition she needs close monitoring by professionals and carers. She is unable to indicate that she is in pain or feeling ill so staff need to keep a close eye on her.

[REDACTED] requires a programme of stretching exercises monitored by a physiotherapist.

[REDACTED] receives her nutrition via a gastrostomy and is monitored by a dietician.

[REDACTED] brain is not able to decipher images so she is registered as blind

The clinical Commissioning Group may also choose to specify other health care needs which are not related to the child or young person's SEN (for example a long-term condition which might need management in a setting)

NA

SECTION D – SOCIAL CARE NEEDS WHICH RELATE TO SEN

All Social Care Needs identified which relate to [REDACTED] SEN. Please specify other Social Care Needs which are not linked to [REDACTED] SEN e.g. reference to a child in need / child protection plan - must have the permission of parents / carers.

Please describe the Social Care needs that have been identified in the EHC Assessment

[REDACTED] is unable to independently mobilise. [REDACTED] has low bone density so needs assistance of trained staff to assist moving her. Staff have to be experienced in the positioning of slings and how to transfer via a hoist.

[REDACTED] is currently allocated 86 nights a year respite at Lyons Gardens and 68 hours of care a week.

SECTION E – OUTCOMES(Ref: *E – Education, H – Health, S – Social care*)

Ref	Special Educational Need	Outcome	Objective for the next 12 months
E1	Delayed expressive and receptive language skills	[REDACTED] to communicate using switches or by making choices of objects at a level allowing	To follow verbal/visually guided information to engage in her learning and social interactions to a level where she increases her range of interactions

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

		her to express her needs, wishes and thoughts	
E2	Profoundly delayed early learning and cognitive skills	[REDACTED] to explore a range of sensory objects within her environment and actively make her preferences known.	[REDACTED] to make consistent choices from two objects
S1	To continue to express her basic emotions using non-verbal communication	[REDACTED] to communicate her basic emotions to a range of adults and peers using socially appropriate non-verbal means of communication	[REDACTED] to demonstrate what she enjoys and dislikes through two different means of non-verbal communication
S2	Delayed social interaction and social communication skills	[REDACTED] to consistently work and interact alongside a range of peers and adults to develop her social interaction skills	To initiate and receive socially appropriate interactions, turning her head, making eye contact and turn taking in exchanges with adults and peers using non-verbal means of communication
E3	Limited attention skills	[REDACTED] to focus on an adult directed task	[REDACTED] to maintain her focus on a task for 5 minutes
E4	Visual impairment	To use her vision as part of her communication	To develop her tracking skills using all planes (left, right, upwards, downwards and circular)
H1	Delayed motor skills	To maintain her mobility, flexibility and muscular strength to a level where she is comfortable and able to participate in educational, leisure and social activities	To carry out her stretching exercises at a level agreed by the physiotherapist
H2	Delayed self-help and independent living skills	To maintain and improve her health and to direct staff as far as she is able to lead a fulfilling life as a young adult	To meet and work with new people as part of her future lifestyle

SECTION F – SPECIAL EDUCATIONAL PROVISION

Ref	Outcome	Provision agreed	Who is responsible for implementation and reviewing?
E1	[REDACTED] to communicate using switches or by making choices of objects at a level allowing her to express her needs, wishes and thoughts	<ul style="list-style-type: none"> To work within a small group context supported by staff that can model appropriate social interactions and communication skills e.g. Intensive interaction Will require continued access to objects of reference and switches. Verbal information should be supported by sensory materials 	Teacher or session leader and support staff

Name of child/Young Person: ██████████

DOB: ██████████

		<ul style="list-style-type: none"> • Use of video footage of ██████████ to look at her responses and use of non-verbal information to consider helpful and unhelpful approaches or means of communication to inform future target setting • Will require social interaction and communication skills to be integrated throughout the day to enable the skills to become embedded 	
E2	██████████ to explore a range of sensory objects within her environment and actively make her preferences known.	<ul style="list-style-type: none"> • Will require a small group structure, with staff experienced in working with young people who have complex needs • Will require ongoing support during directed tasks to provide mediation and hand over hand prompts to access the resources • Will require access to switches and objects of reference to make preferred choices • Will require access to sensory resources that are intrinsically motivating for ██████████, gradually fading to more adult directed tasks to correspond with ██████████ level of development 	<p>Teacher or session leader and support staff</p> <p>Transition support from Phoenix School</p>
E3	██████████ to focus on an adult directed task	As E2	As E2
E4	To use her vision as part of her communication	<ul style="list-style-type: none"> • Will require access to staff that are qualified and experienced with working with a young adult with a visual impairment 	Teacher or Session Leader

SECTION G - PROVISION (HEALTH) – Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

Ref	Outcome	Provision agreed RECOMMENDATIONS:	Who is responsible for implementation and reviewing?
H1	To maintain her mobility, flexibility and muscular strength to	<ul style="list-style-type: none"> • To have a programme to maintain and improve her fine and gross motor skills monitored by a physiotherapist • To have access to hydrotherapy • To have access to regular monitoring of her wheelchair 	<p>Cambridge & Peterborough NHS Foundation Trust</p> <p>Physiotherapy Services,</p>

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

	a level where she is comfortable and able to participate in educational, leisure and social activities	<ul style="list-style-type: none"> To have regular reviews of the equipment that she requires as she moves into adult services 	Occupational Therapy & Services Wheelchair Services
H2	To maintain and improve her health and to direct staff as far as she is able to lead a fulfilling life as a young adult	<ul style="list-style-type: none"> [REDACTED] will require staff that are trained in Epilepsy management that require PRN medication and oxygen Due to [REDACTED] complex health condition she needs close monitoring by professionals and carers. She is unable to indicate that she is in pain or feeling ill so staff need to keep a close eye on her. [REDACTED] will require staff that are able to support her nutrition intake via a gastrostomy monitored by a dietician 	Cambridge & Peterborough NHS Foundation Trust

SECTION G – PROVISION (HEALTH) – Any health provision reasonably required that is not linked to Special Education Need

Recommendation	Who is responsible for implementing and reviewing?
NA	

SECTION H1 - PROVISION (SOCIAL CARE) (Any Social Care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA))

Ref	Outcome	Provision agreed	Who is responsible for implementation and reviewing?
S1	[REDACTED] to communicate her basic emotions to a range of adults and peers using socially appropriate non-verbal means of communication	<ul style="list-style-type: none"> Will benefit from accessing focused work to help her recognise her own and others emotions The use of objects of reference associated to different emotional states could be considered which should be consistent in all of her settings 	Transitions team (0-25 service)

Name of child/Young Person: [REDACTED]

DOB: [REDACTED]

S2	[REDACTED] to consistently work and interact alongside a range of peers and adults to develop her social interaction skills	<ul style="list-style-type: none"> Will require access to activities that will enable her to interact with a range of different people in a variety of settings 	Transitions team (0-25 Service)
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SECTION H2 - PROVISION (SOCIAL CARE) (Any other Social Care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.)

Ref	Outcome	Provision agreed	Who is responsible for implementation and reviewing?
	N/A		

SECTION I – PLACEMENT

EDUCATION PLACEMENT	
Indicate the type of institution to be attended by the child or young person school – i.e. school, maintained nursery school, Post 16 institution or other type of setting	
Indicate the name of the institution to be attended by the child or young person	

SECTION J – PERSONAL BUDGET – including arrangements for Direct Payments

Have the family made a request for a Personal Budget?	Yes	No X
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SECTION K – Appendices and assessments appended to the Education, Health and Care Plan

	Report/Assessment	Date Written	Written By
K1	School Report	25/11/2014	Shana Mozejko-Assistant Head teacher-Phoenix School
K2	Educational Psychology Report	29/12/2014	Alison Tolson-Senior Educational Psychologist-Peterborough City Council
K3	Health Report	19/2/2015	Dr Menaka Maharasingham-Consultant Community Paediatrician-

