

0-25 Coordinated Assessment and Education, Health and Care (EHC) Plan (Version 5 – October 2014)
Appendix 1 – Portsmouth Example EHC Plans - July 2014 *(Please note: This includes two of Portsmouth's example EHC plans (one for Early Years and one for Post-16). These follow the requirements for writing EHC plans as outlined in the July 2014 Code of Practice)*

STATUTORY EDUCATION, HEALTH & CARE PLAN

In accordance with the Children and Families Act 2014, the following statutory Education, Health & Care Plan is made by Portsmouth City Council ('the education authority') and the Portsmouth NHS Clinical Commissioning Group ('the health authority') in respect of **Billy Smith** whose particulars are set out below.

Name	Billy Smith
Address	2 Sapphire Ridge, Portsmouth,
Contact Number	07123456789
Date of Birth	19/9/11
Setting / School / College	None at present

UPN Number	239856742Z
NHS Number	12345678910
Social Care Number	012/p33/2014

Parental Responsibility	Mr and Mrs Smith
Address	As above
Contact Number	As above

Date EHCP Agreed	23/05/2014
Scheduled Review Date	22/05/2015
Version Number	V1

People who have contributed to and written this Education, Health and Care Plan are:			
Name	Title	How did they contribute?	Report Attached? (inc date of report)
Billy Smith	Master	Attended meeting with his parents	no
Mr and Mrs Smith	Parents	Meeting attendance	no
Karen Philips	Specialist Health Visitor and Assessment Coordinator	On-going involvement with family Chairing the EHC plan meeting	Yes 16/1/14
Sarah James	Consultant Community Paediatrician	Clinic report	Yes 12/2/14
Victoria Harvey	Educational Psychologist	Assessment and report	Yes 12/9/13
Simon Hobbs	Principal Educational Psychologist	Attended EHC plan meeting	Yes 14/1/14
Brenda Jones	Speech and Language Therapist	Assessment and report and attended EHC plan meeting	Yes 12/3/14
John Stokes	Physiotherapist	Attended EHC plan meeting	no
George Milton	Occupational Therapist	Attended EHC plan meeting	no
Donna Tidy	Specialist teacher adviser, Sensory Impairment Service	Attended EHC plan meeting	no

Billy's Profile

A. Billy and his parent's views, interests and aspirations

At the time of writing this plan, Billy is two years and five months old. At home Billy is a happy contented boy who is often smiling. He loves to explore around his home environment choosing his own play. He likes his brothers and parents to play with him. Billy especially loves to go outside. At the park he likes going on the swing and going down the slide with his parents. He is content to sit in the park and play with the woodchips. On the beach he likes to sit and throw stones. Billy is happy when he plays with any ball which he will chase and kick while sitting.

Billy does not like certain textures e.g. anything fluffy including teddies. Initially Billy did not like water but his parents were able to gradually acclimatise him and now he is happy to have a bath. Billy does not like socks and shoes on his feet which he will constantly pull off. He does not like being covered when asleep. He also does not like loud noises which make him jumpy.

Billy lives with his parents and 2 older siblings. Billy's parents are not in employment so are able to provide for all his general needs. Billy's parents work together as a team. There is some support from the extended family and there are local friends. Billy's parents report their social life revolves around the children.

The family live in a 3 bedroomed end of terrace house with a garden. The family moved to the property last year as it has an adapted downstairs room which was felt would meet Billy's needs in the future.

The family use public transport to access appointments and shopping. Billy's mum reports they are busy with their family routines and prefer to meet friends or take the children to the park than access children centre activities. The family has access to Connors Toy Library which has provided appropriate sensory toys for Billy e.g. a blackout tent.

Billy was born full term by elective caesarean. Billy's parents were concerned about his development when he was 3 months old. He was referred to the Community Paediatrician and seen January 2012. He was diagnosed with global developmental delay and investigated for possible cause. He was also referred to the multidisciplinary team at the Child Development centre where he has on-going review and input from the therapists. Billy has also had support from Portage which is due to conclude. There was concerns about Billy's vision and he was referred to the ophthalmologist where he has undergone investigations and diagnosed with a visual impairment. Billy is now being supported by the visual impairment team.

Billy communicates by using vocalizations to gain an adult's attention. He uses gestures to indicate what he wants e.g. he throws his bottle for a drink. When he is unable to reach an item he will vocalize and wait for an adult to help him. He uses nonverbal signals that familiar adults are able to interpret. Billy understands when his nappy is being changed because he is given a wet wipe to hold. He understands when his parents say "breakfast time" because he goes to the highchair.

Billy's parents have discussed the assessment process and meeting with the Assessment Co-ordinator on two home visits. They have expressed their aspirations for his future up to reception year at school.

They would like Billy to enjoy his play especially accessing outdoors where he becomes very excited enjoying the beach and park.

They would like Billy to attend a specialist setting so he can continue to access all the services that will meet his individual needs.

Billy's parents would like him to be able to communicate back to them. They would like him to make friends by communicating in a positive way and not by hitting, biting and head butting. They would like him to become independent in some of his self-help skills e.g. toileting and feeding himself.

Billy's parents have visited the Blue Peter nursery at Blue Peter School and think it will be excellent for him. They felt the staff understood him really well and have the expertise how to support him to play, learn and keep him safe.

B. Billy's strengths and special educational needs

Communication and Interaction

Strengths:

- Billy can maintain his attention to activities for short periods.
- Billy understands single words that are in context and some words out of context.
- Billy uses vocalizations to gain an adults attention. He uses gestures such as reaching towards items and will give an item to an adult in order to make a request.
- Billy demonstrates good exploratory and relational play. He likes to explore items with his hands and bangs and shakes them.

Special educational needs:

- Billy has difficulties understanding spoken words and needs to develop his understanding through the use of signs.
- Billy is not yet able to demonstrate pretend play and needs to learn the skills required to engage in pretend play.
- Billy is unable to maintain his attention for activities for even a short time and needs to develop this skill.

Cognition & Learning

Strengths:

- Billy can take shapes out of an inset puzzle.
- Billy can put a cube and a circle into a shape sorter.

Special educational needs:

- Billy is unable to anticipate cause and effect in, for example, toys and needs to develop anticipation of what will happen next.
- Billy doesn't yet understand simple routines and processes, for example matching objects and pictures.
- Billy is impulsive - he is unable to make appropriate choices in his actions.
- Billy is unable to distinguish and discriminate sounds, and needs to learn to attend to and discriminate between different sounds.

Social, Mental & Emotional Health**Strengths:**

- Billy is always a happy smiling boy, enjoying when his parents and brothers play with him.
- Billy is content exploring around the house and garden by crawling.
- Billy shows affection by kissing his parents cheek.

Special educational needs:

- Billy hits out and bites when playing with his siblings as a means to gaining attention - he needs to develop appropriate behaviours for gaining and keeping others' attention to make his needs known.
- Billy does not tolerate waiting for attention, even for a very short time.

Sensory and/or Physical**Strengths:**

- Billy can take objects with a pincer grasp if held out for him.
- Billy can feed himself with his fingers.
- Billy can walk with a brick trolley or 2 hands held.
- Billy can cruise around the furniture. He is crawling and can do high kneeling.
- Billy can now tolerate water and is happy to have a bath.

Special educational needs:

- Billy is showing tactile defensiveness and needs to learn to overcome or tolerate his dislike of certain textures. He is sensory defensive - he is unable to tolerate some sensory inputs including through touch, taste and smell.
- Billy has a level of visual impairment which makes it difficult for him to access his environment safely. He has difficulty with visual processing and peripheral vision. The full extent of Billy's visual impairment is not yet understood.
- Billy's hearing level is reduced and is being monitored by an Audiology Consultant. Billy is unable to attend to different sounds.
- Billy is not yet able to confidently employ a pincer grip which affects his marking on paper.
- Billy is unable to independently stand and needs support to develop the necessary strength and co-ordination to do so.

C. Billy's strengths and health needs

Strengths:

- Billy enjoys a wide range of food. He can feed himself with his fingers.

Health needs:

- Billy has a level of visual impairment affecting visual processing and peripheral vision which affects his ability to access his environment safely.
- Billy's hearing level is reduced and is being monitored by an Audiology Consultant. Billy is unable to attend to different sounds.

D. Billy's strengths and social care needs

Strengths:

- Billy lives with his parents who provide full time care along with support from extended family.
- Billy enjoys outdoor activities. He especially loves to go to the park and the beach.

Social care needs:

- Billy's and his siblings each need to spend quality time with their parents.

E. Outcomes

By the age of five, at the end of the Reception Year in school:

1. Billy will be able to communicate what he wants, his basic needs and choices. This will allow his family to understand him and make it possible for Billy to develop friendships and participate in social activities.

- Billy will develop his pretend play.
- Billy will understand single nouns including toys and items of clothing.
- Billy will wait for an adult to say "go" in a ready steady go game to develop attention and understanding skills.
- He will learn some Makaton signs using body prompts and tactile signing to support spoken words.

2. Billy will develop his cognitive skills so he can understand what is going on around him and to be able to make connections and predictions. He will be able to follow simple routines. All this will make him feel safe and confident.

- Billy will be able to use cause and effect toys.
- Billy will be able to mark paper.

- Billy will be able to slide a piece into a form board.
- Billy will be able to attend to a 'ready steady go' game demonstrating his ability to cue into things i.e. learning to wait and anticipate.
- Billy will be able to use objects of reference to anticipate what is happening next.

3. Billy will be able to make friends, have fun and learn with other children and adults through the development of his social skills.

- Billy's parents will feel supported in managing any negative ways of communication.
- Billy will be able to attend for a short period of time, reach for and pass an object in a game with another person.
- Billy will participate in small group activities e.g. action song activities

4. Billy will be able to feed himself, toilet himself and walk independently for short distances, allowing him to become more independent and to make more choices.

- Billy will be able to stand alone for 10 seconds.
- Billy will be able to mark paper.
- Billy will feed himself with a spoon Billy will recognise the sign when he has his nappy changed.

F. Special educational provision	
The special educational provision	By whom (and funding source, where appropriate)
1. An early years curriculum that focuses on the development of early self-help skills including feeding and toileting, language and communication, social skills and physical skills. Important teaching components will include the use of Makaton signing, visual schedules and timetables, and tactile communication.	Nursery provision (from delegated budget plus top-up funding - element 3).
2. High levels of adult teaching and supervision - at least one adult per three children for teaching sessions and supervision in classrooms. These staff will be skilled and experienced in supporting youngsters with complex learning needs.	Nursery provision (from delegated budget plus top-up funding - element 3).
3. Nursery staff supporting Billy will know how to support youngsters at the early stages of language development. They will need to know what Billy's individual strengths and needs are in order to ensure support is tailored to him. In particular staff will need: <ul style="list-style-type: none"> • Knowledge about the early stages of language development, 	Nursery provision (from delegated budget plus top-up funding - element 3). Speech and Language Therapy Service (from normally commissioned Health Service provision).

<ul style="list-style-type: none"> • Skills in using Makaton, including use of signs and symbols and object of reference. • Experience in using visual schedules and timetables. <p>The Speech and Language Therapist will provide advice, plan programmes and review targets, at least every half term, subject to review.</p>	
4. Educational Psychology Service will review progress and offer advice in liaison with other professionals at least termly, to be reviewed via the annual review process.	E.P. Service (from normally commissioned provision).
5. Sensory Impairment Team to support at home weekly initially and then review needs.	Sensory Impairment Team (from normally commissioned provision).
6. A programme to be carried out on a daily basis to address hand holding techniques, and pincer grip.	Nursery staff (from normally commissioned provision).

G. Health provision reasonably required by the learning difficulties or disabilities which result in Billy having SEN	
The health provision	By whom (and funding source, where appropriate)
1. Occupational Therapist to provide a multi-sensory programme and review at least termly in discussions with teaching staff. Programme to focus on: <ul style="list-style-type: none"> • developing pincer grip to be able to mark paper. • developing hand holding techniques to encourage Billy to use a spoon. 	Occupational Therapy Service (from normally commissioned Health Service provision).
2. Physiotherapist to provide a programme and review at least termly in discussion with teaching staff, to develop gross motor skills, with recommendations for activities at home.	Physiotherapy Service (from normally commissioned Health Service provision).
3. Annual monitoring of Billy's hearing levels.	Auditory Consultant (from normally commissioned Health Service provision).

H1. Social Care provision which must be made for a child / young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970

The social care provision	By whom (and funding source, where appropriate)
1. The Buddying Service will provide 2 hours weekly support during term time where Billy's parents can access a Buddy who can take Billy outdoors, to leisure activities or can support Billy within the home.	Short Breaks provider, funded by Short Break budget (total annual value £988)

H2. Social Care provision reasonably required by the learning difficulties and disabilities which result in Billy having special educational needs

The social care provision	By whom (and funding source, where appropriate)
1. No provision required	

I. Education Placement	Blue Peter Nursery, an all-age special academy with a special nursery.
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J. Personal Budget

Provision in this plan that is eligible to be provided through a personal budget are:	
Provision	Personal Budget Value
Buddying Service	£988 from the Short Break budget
TOTAL PERSONAL BUDGET	£988

K. Advice & Information	
Source	Evidence
Child's parent / young person	Parental contribution
Education	Nursery Setting Report
Specialist Teacher	Visual Impairment Team Report
Medical	Speech and language Therapist Report Occupational Therapist Report Physiotherapist Report Specialist Health Visitor Report
Educational Psychology	Educational Psychologist Report
Social Care	Social Care Report
Any other requested by parents / young person	N/A
Any other deemed appropriate	N/A

Arrangements for Review
<p>Arrangements for reviewing this plan will be coordinated by the Plan Co-ordinator, the Specialist Health Visitor within the CCG:</p> <p>This first review will take place within 6 months to monitor the appropriateness of the provision and review the level of support required to meet Billy's needs. Subsequent reviews will take place within 12 months of the preceding review.</p> <p>The following professionals should be involved in the review:</p> <p>Educational Psychologist Speech and language Therapist Occupational Therapist Physiotherapist Visual Impairment Team Specialist Health Visitor Nursery Setting</p>

The date by which this plan will be reviewed	23/04/2015
The Lead Professional responsible for reviewing this plan will be:	Specialist health visitor
Contact details:	Child Development Centre 151 Locksway Road Portsmouth PO5 8LD Tel: 023 92929292

Signature on behalf of the local authority	Signature on behalf of the health authority
[]	[]
Date of issue	
[]	

STATUTORY EDUCATION, HEALTH & CARE PLAN

In accordance with the Children and Families Act 2014, the following statutory Education, Health & Care Plan is made by Portsmouth City Council ('the education authority') and the Portsmouth NHS Clinical Commissioning Group ('the health authority') in respect of **HUGO WILSON** whose particulars are set out below.

Name	HUGO WILSON
Address	50 ANONYMOUS ROAD, PORTSMOUTH
Contact Number	
Date of Birth	1.4.95
Setting / School / College	BLUE PETER COLLEGE

UPN Number	123456789
NHS Number	987654321
Social Care Reference	N/A

Parental Responsibility	MR AND MRS WILSON
Address	50 ANONYMOUS ROAD, PORTSMOUTH
Contact Number	07123456789

Date EHCP Agreed	1.6.14
Scheduled Review Date	31.5.15
Version Number	1

People who have contributed to and written this Education, Health and Care Plan are:			
Name	Title	How did they contribute?	Report Attached? (inc date of report)
Hugo Wilson		Hugo took part in a PowerPoint presentation	Yes
Mr and Mrs Wilson		Meeting attendance: Co-production meeting and detailed meeting at home to discuss this assessment	Report dated 6 November 2013
Tina Baker	Transition Adviser /Assessment Co-ordinator, Portsmouth City Council.	Meeting attendance: Co-production meeting and detailed meeting at home to discuss this assessment	N/A
Sarah Marshall	SENCO	Attendance at first and final meetings of EHC process	Yes
Fiona Butler	Transition Social Worker, Adult Learning Disability Team, Portsmouth City Council	Meeting attendance: Co-production meeting and meetings at home as part of transition to adult service provision	No
Jane Doe	Pastoral Manager at Blue Peter College	Involved in transition planning process at last annual review and attendance at co-production meeting	No

Hugo's Profile

A. Hugo and his parents' views, interests and aspirations

Hugo is a very energetic, lively young man who thrives on busy, active pursuits. Hugo loves to go outside, and will be attracted to anything that is active, outdoors, and involves sunshine and fresh air.

Hugo is 19 years old, and is a popular member in Year 14 at Blue Peter Academy, where he is sociable, inquisitive and friendly, and visibly thrives in the company of others. He tries to communicate with enthusiasm and confidence with new and familiar people alike.

Hugo particularly enjoys music, dancing and computers. He also has favourite stones, which are very precious and soothing to him and which he stores in a special bag at home.

Hugo lives at home with his mother and father, who are his main carers, and his younger brother, Sid. Hugo's mum describes Hugo as a "home bird" who loves his home comforts.

Hugo has needs in the following areas:

- A diagnosis of autism with severe learning difficulties
- Speech, language and communication needs
- Epilepsy with photosensitivity
- Some anxiety issues and inattention
- Some behavioural issues linked with the above factors
- Keeping safe

Hugo communicates verbally, using two words together and some phrases. Hugo can use the same word for different meanings. For example, when Hugo says "bubbles" this can mean bubble bath, bubbles or lemonade. Hugo can sometimes give the impression that he has understood or agreed to something, when in fact he hasn't; he is reliant on carers to interpret what is said to him and requires clear, short sentences supported by visual information in the form of pictures and symbols.

Hugo would like to: 'Keep practising doing things for myself at home and at school' and 'Visit new places and meet new people'. Due to the nature of his disability, Hugo may not be able to process the concept of the future and his mum reports that he is most comfortable if the day is broken down into morning and afternoon, and staff explain to him what is happening this morning, and later having the same conversation about the afternoon. Both Hugo's mum and school staff acknowledge that Hugo is clearly enthusiastic about his college link course at Blue Peter College.

Mr and Mrs Wilson would like Hugo to continue to develop his self-confidence, and allow him to express his sociable and friendly personality.

Hugo's parents feel that all opportunities for him to be active will be crucial for his well-being and mental health, and they would like him to continue in a range of activities such as music, dance, swimming, walking and trampolining.

Mr and Mrs Wilson would like Hugo to develop his Independent Living Skills, including basic self-care skills such as:

- Knowing when to change his clothes, and when they are dirty
- Using a kettle to develop his skills in making hot drinks safely and preparing snacks

Hugo's parents feel that he should continue to develop his communication skills so that he becomes less dependent on those who know him well to understand him. This will enable him to participate in a wider range of social situations when he is older and make transition to independent supported living arrangements more viable.

Hugo's family are anxious that he is always kept safe and they consider that he is likely to require adult support to achieve this for the foreseeable future.

B. Hugo's strengths and any special educational needs

Communication and Interaction

Strengths:

Hugo is very sociable and thrives in the company of others.

Hugo is an enthusiastic communicator with new and familiar people alike.

In school, Hugo responds to verbal prompts to "look" at the person he is speaking to, and will frequently give good eye contact and a beaming smile.

With the assistance of people who know him, Hugo is able to express his preferences, ask questions and express his thoughts and feelings in two word utterances or short phrases.

Needs:

Hugo communicates verbally but generally on a two-word level. He can sometimes use the same word for different meanings, and is reliant on familiar others to understand what is said to him.

Hugo's behaviour and how he interacts with other people and his environment are consistent with his diagnosis of Autism and he needs to be supported accordingly.

Hugo is vulnerable to strangers as he is very friendly, inquisitive and sociable. He requires adult support to keep him safe.

Cognition and Learning

Strengths:

Hugo enjoys coming to school and all aspects of the sixth form curriculum. His favourite activities of the week are PE, dance, food studies, community visits and swimming. He is also an enthusiastic contributor to Rock Challenge, a performance arts programme.

Hugo is inquisitive and open to new experiences, and finds interesting distractions everywhere.

Hugo is taking a range of 6th form courses, including ASDAN (Towards Independence) and OCR (Accreditation for Life and Living Skills). He is also working towards a Personal Progress Certificate Award, also accredited by ASDAN. Hugo is currently working across M4 - M5 in Literacy and Numeracy.

Needs:

Hugo has difficulty learning new information and skills and requires plenty of practice, reinforcement and adult support.

Hugo is unable to find his way home even if in familiar areas and is unable to travel independently, and requires escorted transport.

Hugo has limited understanding of the value of money and requires adult support to check he has the right change when paying for something. He relies on his mother who acts as his appointee for managing complex financial issues such as his direct payment.

Social, mental and emotional health

Strengths:

Hugo has the warm support of a close family that recognises and prioritises the activities that Hugo most enjoys to ensure his happiness and mental well-being.

Hugo has lots of close friends in the sixth form at Blue Peter Academy.

Needs:

Hugo has difficulty managing change and this can lead to anxiety and behavioural changes. He can have obsessive and repetitive behaviours. Hugo likes familiar routine, and to have reassurance around what is happening now and next.

Hugo has needs around anxiety but Hugo's Mum feels that these are manageable at the moment; he is very anxious around animals and is particularly scared of birds. Hugo is currently receiving support for a phobia about dental treatment with the Adult Learning Disability Mental Health Nurse.

Sensory and/or physical needs

Strengths:

Hugo is an energetic, physically able young man who is attracted to anything that is active, outdoors, and involves sunshine and fresh air. He particularly enjoys sport, going out and about in the community, swimming, dancing and computers.

Hugo and his family have developed a range of effective strategies to help Hugo manage his epilepsy, photosensitivity, anxiety, his behaviour, and to help him cope with change. They call upon outside professional support where appropriate.

Needs:

Hugo has severe learning difficulties, and requires adult supervision and support at all times to keep him safe.

Hugo has a diagnosis of Autism. This affects his ability to process sensory stimuli, successfully manage change and interact with his environment.

Hugo has photo-sensitive epilepsy. For the most part, epileptic episodes have been triggered by excessive stimulation from large, big-backed TVs along with the remote control, and by particular usage of the computer. His last seizure was in 2013 but this was very early in the morning and was not precipitated by use of the TV or computer. His last seizure before this was in 2010.

C. Hugo's strengths and any health needs

Hugo's Mum reports that his photosensitivity is not affected by him watching films / television programmes with strobe lighting effects, nor bright sunlight. For the most part, Hugo's epileptic episodes have been triggered by excessive stimulation from exposure to large, big-backed TVs along with the remote control, and by particular usage of the computer. Hugo's last seizure was in 2013 but this was very early in the morning and was not precipitated by use of the TV or computer. His last seizure before this was in 2010.

To shield his eyes in bright sunlight, Hugo sometimes wears a baseball cap. His family like to encourage him to wear this whilst outside in bright sunlight to minimise the risk factor, but he is inclined to take hats off. Hugo doesn't wear sunglasses.

D. Hugo's strengths and any social care needs

Hugo receives short break support at Russetts (short break care setting) two nights a month, which is the maximum his Mum feels he can cope with without being homesick. Mum describes Hugo as a "home bird" who loves his home comforts.

E. Outcomes

Language and Communication:

For his transition to Adulthood Hugo will be able to communicate and interact with familiar people and those who know him well and access services and other new opportunities.

Over the next twelve months:

- Hugo will be more willing to attempt to access new and unfamiliar places such as new classrooms or different communal areas of the college with appropriate adult support; he will begin to display fewer anxious behaviours when in unfamiliar places.
- Hugo will be able to communicate his key needs and wishes to people that are unfamiliar to him.
- Hugo will have a wider range of communication strategies, and different strategies he might use in different environments.
- Hugo will be confident to stay at Russett's for a full week rather than a maximum of 2 days at a time.
- Hugo will settle into a new programme of college and day service provision which will introduce him to a wide range of new situations and people, alongside peers he is already familiar with.

Cognition and learning:

For his transition to Adulthood Hugo will be able to remain safe during short periods without supervision and manage or contribute to his own basic care and living needs. Hugo will become familiar with the concept of employment and will be able to identify areas of work that he may be interested in exploring.

Over the next twelve months:

- Hugo will be aware of the need for safety; he will be able to wait at a kerb and not talk to strangers.
- Hugo will be able to walk home from a venue close to his house, such as a corner shop, accompanied by an adult but with the adult letting Hugo take the lead.
- Hugo will be able to use a range of coins appropriately to offer payment for purchases. He may also be able to check he has the right change.
- Hugo will be clean and smell fresh.

- Hugo will have settled into college and day service life and be participating in life skills, literacy and numeracy courses, showing some progression so that he is able to continue into his second year.
- Hugo will have undertaken some visits to work places and taken part in work experiences and / or shadowing.

Social, emotional and mental health:

For his transition to Adulthood Hugo's social and emotional health will grow so that he can demonstrate an ability to cope with change, overcome anxieties and engage in a range of activities that he enjoys and/or he needs to engage in, and which contribute towards the quality of his life.

Over the next twelve months:

- Hugo will engage in his new programme at college and day services which will include physical and outdoor activities.
- Hugo will participate in activities he enjoys, such as swimming, dancing and being outdoors.
- Hugo will have started to join in small animal care classes to see if this can help address his fears.
- Hugo will start to access dental treatment without significant distress.

Sensory and/or physical:

For his transition to Adulthood Hugo will participate in activities he enjoys involving I.T. and know and use support strategies to minimise the likelihood of technology over-stimulation, resulting in fewer or no episodes of epilepsy. He will be able to contribute to his own personal and health care and receive dental care.

Over the next twelve months:

- With adult support, Hugo will continue to keep his epilepsy under control and minimise further attacks.
- Hugo will be able to access dental treatment without significant distress.
- Hugo will be able to maintain his own basic cleanliness.

F. Special educational provision required by Hugo	
The special educational provision	By whom (and funding source, where appropriate)
1. Provision of a 16 hour per week inclusive group learning curriculum to develop social confidence and life skills, practiced in the college and in the community through a range of classroom, experiential and practical learning opportunities.	From college's ordinarily available resource & top-up funding (element 3).
2. A programme with a high level of staff support to keep Hugo safe: 1:2 in the classroom and 1:1 in the community. Teaching and support staff will be appropriately qualified, experienced in and sympathetic to meeting the needs of students with learning difficulties and ASD.	From college's ordinarily available resource & top-up funding (element 3).
3. Daily provision of a programme where Hugo can continue to learn and experience using a range of communication strategies and techniques. Staff will use a range of appropriate communication strategies with Hugo, including visual timetables. An identified member of staff with expertise in Special Educational Needs will oversee the programme.	From college's ordinarily available resource & top-up funding (element 3).
4. Teaching and support staff will introduce change in a planned and proactive way to minimise anxiety, and teach Hugo strategies and techniques to manage anxiety relating to change.	From college's ordinarily available resource & top-up funding (element 3).
5. College staff will gradually introduce small animal care into his learning programme.	From college's ordinarily available resource & top-up funding (element 3).
6. College staff will monitor Hugo's appropriate use of TVs, DVD players and computers to ensure he does not get over-stimulated which may result in an epileptic episode.	From college's ordinarily available resource & top-up funding (element 3).
7. Hugo will be provided with appropriate careers advice from a specialist careers adviser. He will visit work places of interest to him, undertaking work experiences or shadowing appropriate to his interests and ability.	From college's ordinarily available resource & top-up funding (element 3).

G. Health provision reasonably required by the learning difficulties or disabilities which result in Hugo having SEN	
The health provision	By whom (and funding source, where appropriate)
1. To continue to provide with monthly 1:1 sessions with the Mental Health nurse about phobias around visiting dentist	Portsmouth NHS CCG.
2. An Individual Health Care Plan agreed with Hugo and his family for the management of his epilepsy, including what should happen if he has an attack.	Epilepsy Nurse, College Nurse & Day Centre Care Manager from the resources ordinarily available from those services.
3.	
4.	
5.	

H1. Social Care provision which must be made for a child / young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970	
The social care provision	By whom (and funding source, where appropriate)
1. Not appropriate	
2.	
3.	
4.	
5.	

H2. Social Care provision reasonably required by the learning difficulties and disabilities which result in Hugo having special educational needs	
The social care provision	By whom (and funding source, where appropriate)
1. Daily day service provision which includes activities that Hugo finds interesting and engaging.	Portsmouth City Council Social Care's ordinarily available provision.
2. Daily day service provision including a programme designed to improve Hugo's personal hygiene and self-care.	Portsmouth City Council Social Care's ordinarily available provision.

3. Appropriately qualified and experienced levels of staffing to keep Hugo safe in all situations: 1:1 in the community, including when practicing supported travel or undertaking work experiences / shadowing.	Portsmouth City Council Social Care's ordinarily available provision.
4. An Individual Health Care Plan agreed with Hugo and his family for the management of his epilepsy, including what should happen if he has an attack.	Portsmouth City Council Social Care, Epilepsy Nurse & College Nurse from the resources ordinarily available from those services.
5. A once-weekly buddying session with an appropriately qualified / experienced adult, accessing activities in the community.	Enable Ability, commissioned by PCC Social Care as part of their ordinarily available offer.
6. Short break support at a frequency of two nights per month.	£2,800 / year provided by PCC Social Care.

Targets from any active Child Protection Plan or Child in Need Plan	By whom (and funding source, where appropriate)
1. Not appropriate	
2.	
3.	
4.	
5.	

I. Education Placement

From September 2014 Hugo will attend Blue Peter College, a mainstream further education college.

J. Personal Budget

Provision in this plan that is eligible to be provided through a personal budget are:

Provision	Personal Budget Value
Short Breaks	£2,800 / year provided by PCC Social Care.
TOTAL PERSONAL BUDGET	£2,800 / year.

K. Advice & Information	
Source	Evidence
Child's parent / young person	Parental Contribution
Education	School SENCO - Annual Review report. Pastoral Manager at Blue Peter College - verbal contribution. Transition Advisor - Learning Difficulty Assessment.
Specialist Teacher	
Medical	Epilepsy Nurse - report.
Educational Psychology	Educational Psychologist - Monitoring & Review report.
Social Care	Transition Social Worker - Social Care report.
Any other requested by parents / young person	
Any other deemed appropriate	Day Centre Manager.

Arrangements for Review
<p>Arrangements for reviewing this plan will be coordinated by the Plan Co-ordinator, the College SENCO / Pastoral Manager.</p> <p>This first review will take place within 12 months to monitor the appropriateness of the provision and review the level of support required to meet Hugo's needs. Subsequent reviews will take place within 12 months of the preceding review.</p> <p>The following professionals should be involved in the review:</p> <ul style="list-style-type: none"> College Pastoral Manager Educational Psychologist College Nurse Epilepsy Nurse Day Centre Manager Russetts Short Break Manager Enable Ability Transition Social Worker SEN&D Advisor

The date by which this plan will be reviewed	31.5.2015
The Plan Co-ordinator responsible for reviewing this plan will be:	SESCO / Pastoral Manager, Blue Peter College.
Contact details:	Blue Peter College, Any Street, Any Town.

Signature on behalf of the local authority	Signature on behalf of the health authority
[]	[]
Date of issue	
[]	