

Tom (AKA Tommy) Coates's Final Education, Health and Care Plan



This plan is co-produced by Tommy with his family and the people listed in the appendices.

In accordance with the Children and Families Act 2014, the following statutory Education, Health & Care Plan is made by Hackney Learning Trust (Local Authority for the London Borough of Hackney) and NHS City and Hackney Clinical Commissioning Group

Full Name	Tom Coates
Date of Birth	11/11/2010
Gender	Male
Home Address	1 Pear Grove Cherry Tree Road Appleton AP4 PC3
Parent Name - indicate parental responsibility	Miss Coates and Mr Davie
Additional Parent / Carer Address	None
Family Telephone Numbers	0207 888 7777
Family Email Address	coatesj@net.co.uk
ID Numbers	12345
Communication Needs (include languages spoken)	English speaking, ASD, Communication Needs

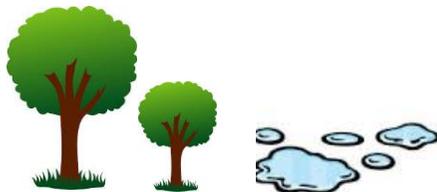


What we like and admire about Tommy



Nursery Says..

- “Reflecting on Tommy’s journey and development over the last few years is heart-warming! I love and admire how his communication and social skills have developed from strength to strength. Everyone will miss Tommy’s big smile and joyful personality, but we are excited for his journey to ‘big school’.”
- “Tommy has progressed so much in his time here. He is a lovely boy and gives amazing cuddles. He has a cheeky sense of humour and personality and will be greatly missed.”
- “I love the way Tommy grabs people’s attention, his smile is a light that reflects the whole day through. His style is second to none!”
- “Tommy has a wonderful sense of humour and his smile brightens up my day,”
- “Tommy knows what he likes to do, tells us how he feels, and has fun with us.”
- “I love it when Tommy comes hopping into the nursery with a huge smile. It is lovely to see him playing games in a small group with a couple of other children.”
- “I love the great relationship Tommy has built with me, and his affection for others. Tommy gives great cuddles and I like it when he just wants to be close to you, looking for a friend to lean on.”
- “When Tommy laughs it makes me laugh and fills the room with positivity.”



(A) The views, interests and aspirations of the child, or the young person and their parents

My aspirations for the future

Mum Says she wants

- Tommy to develop the tools to communicate, fully participate in a mainstream school and be receptive to learning, and to establish a friendship group.
- Tommy to have a full education, and develop numeracy and literacy skills alongside functional skills.
- Tommy to develop communication skills so that he can meaningfully and functionally communicate with his peers and adults in learning, social, and community settings.
- Tommy to develop a skill set to survive in school and the wider community.

What's important to me

Tommy and Mum Expressed:

- Routines – when things are kept the same in day to day life
- Adventures, holidays, camping and the outdoors
- Playing with body weight and balancing
- Physical contact such as cuddles and tickles and climbing on mum
- Running (proprioceptive), skipping and jumping on the trampoline
- Baths
- Feeling free, having fun and laughing
- Sweet treats!
- Sensory activities such as putty – he can be engaged for 30 minutes at a time!. Also scratching nails on his hands, twisting his lips and playing with plants
- Water e.g. swimming, puddles, running water, water play
- Hats, especially caps
- Imaginative play with dolls and train figures
- iPad e.g. ten in the bed and other songs
- Music, and music therapy
- Nature – especially plants, sand and water

What's important for me

Tommy and Mum Expressed:

- Things not going to plan is difficult
- Tommy to get stimulation from nursery, and get a break from mummy
- Starting to engage with other children in play through nursery games such as Hungry Hippo and Jenga
- Tommy is becoming interested in older children in the park
- Develop communication skills
- Deep pressure massage to fulfil sensory needs
- Music and art therapy
- Quiet time
- Praise
- Boundaries
- Freedom

How best to support me

Mum Says:

- Tommy relies on support from familiar adults
- Tommy struggles with queuing and waiting his turn
- Tommy becomes very upset when particular children cry – he might put his hands on his ears, or hurt himself
- When Tommy gets upset, he can be calmed by stroking his knee, deep pressure massage, cuddles, reassurance and time
- Tommy has a quite restricted diet – usually dry, beige food which is pre-cut for him. Tommy currently has a bit of anxiety around eating at school
- Visual timetables, especially for school outings and unknown experiences
- Tommy sometimes climbs on the climbing frame and then gets stuck at the top and needs help down
- Tommy needs reminding to go to the toilet, and generally with dressing and self care.
- If Tommy becomes upset, he might hit objects or his head, or very occasionally other children and members of staff

How best to communicate with me

Mum Says:

- Eye contact
- Clear instructions, simple and consistent vocabulary
- Pictures and visuals, such as now and then timetables
- Choice board
- PECS – he has been resistant in the past but beginning to recognise
- Praise
- An exaggerated tone of voice
- A few Makaton signs e.g. 'finished' and 'waiting'
- Tommy might take the hands of adults to lead them somewhere to help him, or sometimes just to be with him
- Tommy responds well to be presented with choices, and is able to make the correct decision

History relevant to my Education, Health and Care

Tommy is an only child who lives with his mother. He is also close with his grandparents. Tommy currently attend Archway Children's Centre and has a 1-1 which is funded by the Islington UFAG (Under Five's Advisory Group) scheme. This has been in place for one year and a half. Tommy received a diagnosis of Autism in July 2013, when he was 2 years and 8 months old (ISCT).

Tommy is due to begin primary school in September 2015, and has a CAMHS appointment in June 2015.

(B) The child or young person's special educational needs (SEN)

Summary of identified special educational needs:

Communication and Interaction

Strengths: Tommy has very little communication but he might take an adult by the hand to lead them towards what he wants. Tommy is able to make choices between favourite objects, when provided with verbal information and visual supports, such as PECS. Tommy is increasingly trying to use his verbal language, sometimes putting two or three words together to make requests.

Needs:

- Tommy has difficulties with his expressing himself verbally, and tends to communicate through body language and behaviour.
- Tommy has difficulties with his receptive communication. He can find it difficult to follow instructions, sometimes because he doesn't understand, other time because he doesn't want to do the activity.
- Tommy relies on visual information to support his understanding.
- Tommy often will not understand language or instructions the first time around; he needs language to be repeated and he requires time to process new information. He should not be rushed.

Cognition & Learning

Strengths: If an activity is engaging for Tommy, he can be entertained by it for extended periods of time. Tommy shows a strong interest in the IPAD and is described as being efficient when using this. Tommy can count past 20, can recognise numbers 1-10, 40,50 and 60, and can recognise letter order.

Needs:

- Tommy's attainment levels are currently at 16-26 months in Speaking, Making Relationships, Managing Relationships and Feelings, and 22-36 months in every other aspect of learning.
- Tommy has delayed learning skills, which is indicated through his delay in play skills, his delay in mark making, and his difficulties in generalising learned skills.
- Tommy's attention to adult-directed activities remains limited; if he is unmotivated he can attend for a maximum of 5 minutes.
- Tommy struggles to independently follow the pattern of the school day.
- Tommy's attention and concentration to tasks relies on activities being highly motivating, fun and multisensory.
- Tommy is over-responsive to auditory stimuli and will often become overwhelmed due to environmental noise.
- Tommy has a tendency to seek out running within his nursery environment.

Social, Emotional and Mental Health

Strengths: Tommy has a strong relationship with his mother and key staff members at nursery. Tommy sometimes shows that he is interested in his peers and will watch what they are doing. Tommy is able to observe and copy other children's waiting behaviour and follow their lead. He is also developing the ability to wait in line when it is turned into a game.

Needs:

- Tommy's social imagination difficulties mean that he finds transitions to new environments or changes to his routine challenging.
- Tommy tends to engage mostly in solitary play. He will tolerate other children playing alongside him, but will not independently interact with them.
- Tommy finds it difficult to share his favourite toys with his peers, as he often needs to complete the routine embedded in his play without being interrupted.
- Tommy sometimes becomes very distressed and anxious when particular children cry or become upset. He may remove himself from the environment or display a very instant reaction, such as dropping to the floor or banging his head, or hitting something once. He also finds the sound of hand dryers and the flushing toilet distressing.
- Tommy sometimes removes himself from circle time, particularly if he is not motivated by an activity or the environment is noisy.
- Tommy does not sit with the class for story time.
- Tommy does not display a consistent emotional understanding. He is able to say that he is sad but he needs to develop and understanding of other people's emotions in real life situations.
- Tommy sometimes has a particular toy which he is very attached to, and requires this to be with him at all times to make him feel secure and reassured.

Sensory and/or Physical

Strengths: Tommy is mobile, moving independently in his environments, walking and running.

Needs:

Sensory Needs

- Tommy has high sensory needs, and requires sensory input in order to feel relaxed.
- Tommy is sensitive to particular noises, such as the fire alarm and particular children crying.

Physical Needs

- Tommy finds it challenging to orientate his body in relation to new equipment; he is unable to ride a scooter or a bike, which indicates reduced motor planning skills.

- Tommy presents with sensory processing difficulties related to his diagnosis of ASD. Tommy craves movement and climbing which might distract him from his learning or play.
- Tommy is over responsive to tactile input. He is a fussy eater, dislikes wet and runny textures, and does not like having his hair washed.
- Tommy has fine motor difficulties with tasks which require manipulation or unfamiliar or complex tools.

Self-Care

- Tommy relies on prompting to use the toilet. He cannot clean himself.
- Tommy presents with reduced safety awareness.
- Tommy eats a very limited diet and sometimes chokes on his food.

(C) The child or young person's health needs which relate to their SEN

Tommy is a 4 and a half year old boy with Autistic Spectrum Disorder who is otherwise generally well.

(D) The child or young person's social care needs which relate to their SEN

Tommy is not known to Children's Social Care

(E) The outcomes sought for the child or the young person

The placement named in section (I) is responsible for making arrangements to monitor progress and set and monitor shorter term targets

Outcome: For Tommy to be able to say hello and goodbye to his 2-3 peers and his class teacher, consistently with support, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
Tommy to engage with his peers and staff to the level at which he will be able to say hello and goodbye	<p>School staff to facilitate interaction with 2-3 children that Tommy has shown an interest in</p> <p>School staff to model clear and consistent language for Tommy, and support this with gesture or Makaton, if appropriate</p> <p>School staff to praise any attempts and successes Tommy makes to say hello and goodbye</p>	<p>School staff</p> <p>Speech and Language Therapist</p>	Daily	<p>School staff</p> <p>Visual resources</p> <p>Total Communication Approach</p> <p>Visual timetable</p> <p>Staff script</p> <p>Speech and Language Therapist programmes and activities</p> <p>Small groups</p>	Observation – Tommy will be developing the confidence to interact with his peers and school staff

Outcome: For Tommy to be able to participate in a staff led, structured play activity with 2-3 peers, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to interact with his peers to the point at which he is able to engage in a shared experience	<p>School staff to facilitate interaction with 2-3 children that Tommy has shown an interest in</p> <p>School staff to find and implement games which are highly motivating for Tommy</p> <p>School staff may need to provide sensory input to prepare and focus Tommy for these interactions</p>	School staff	Daily	<p>School staff</p> <p>Visual resources</p> <p>Total Communication Approach</p> <p>Visual timetable</p> <p>Small groups</p>	Observation – Tommy will happily engage in a shared activity with his peers in a structured setting

Outcome: For Tommy to copy the letters of his name, with support, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to be able to confidently and accurately draw horizontal and vertical lines	School staff to implement and support Tommy with motivating work station activities	School staff Occupational Therapist	Daily	School staff Visual resources for Tommy to copy Visual timetable Multisensory materials to motivate Tommy to draw in Occupational Therapy programmes and activities	Observation – Tommy will be able to confidently draw straight and horizontal lines consistently
For Tommy to be able to confidently hold a pen	School staff to model and support Tommy in holding his pen	School staff Occupational Therapist	Daily	School staff Visual resources for Tommy to copy Visual timetable Multisensory materials to motivate Tommy to draw in Occupational Therapy programmes and activities	Observation – Tommy will be able to confidently hold a pen

Outcome: For Tommy to be able to independently take symbols from his visual timetable and use these to transition between classroom activities, by the end of reception

Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to consistently use his visual timetable with increasing independence	<p>School staff initially provide staff modelling, prompt and support using concise and consistent language</p> <p>School staff to gradually remove this support to encourage Tommy's independence</p> <p>School staff to praise any attempts and successes that Tommy makes when using his timetable independently</p>	<p>School staff</p> <p>Speech and Language Therapist</p>	Daily	<p>School staff</p> <p>Visual Timetable</p> <p>Clear transition points e.g. symbol pouches</p> <p>Verbal countdowns</p>	Observation –Tommy will be able to move around the classroom with increasing independence

Outcome: For Tommy to sit with adult support for 5-10 minutes in a whole class session, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to feel confident and engaged to the point that he is able to attend to an adult led task in a group situation	School staff to identify motivating games and activities for Tommy School staff to praise any attempts that Tommy makes to remain in a group situation	School staff	Daily	School staff Visual Timetable	Observation – Tommy will be able to sit in a group situation for an extended period of time

Outcome: For Tommy to be able to show reduced physical behaviour in response to particular children crying, in order to remain in the environment, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to have strategies in place to tolerate the sound of other children crying	<p>School staff to provide Tommy with the space when he requires it</p> <p>School staff to provide sensory input such as deep pressure massage when he does become upset</p> <p>School staff to provide verbal reassurance and praise any attempts that Tommy makes to remain calm</p>	<p>School staff</p> <p>Feedback from initial CAMHS assessment</p>	When appropriate	<p>School staff</p> <p>Social stories</p>	Observation – Tommy will be able to remain increasingly calm when children are crying

Outcome: For Tommy to be able to communicate when he needs to go to the toilet independently by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to develop an understanding of when he needs to go to the toilet	School staff to implement structured times of day when all children will go to the toilet	School staff	Daily	School staff Visual timetable Visual resources Total Communication Approach	Observation – Tommy will know when he needs to go to the toilet
For Tommy to develop the confidence and communication skills to tell an adult that he needs to go to the toilet, and what he needs to do	School staff to use, model and prompt consistent use of language around toilet times	School staff Speech and Language Therapist	Daily	School staff Visual resources Total Communication Approach	Observation – Tommy will be able to communicate to an adult that he needs to go to the toilet

Outcome: For Tommy to be able to sit at the lunch table, with adult support, long enough to eat his food, by the end of reception					
Steps towards the outcome	What needs to happen?	Who will support this?	When and how often will this happen?	Resources required (for example, programmes)	How will I know the steps/actions being taken are helping me to achieve my outcome?
For Tommy to feel comfortable and confident to remain in the busy lunch hall environment	<p>School staff to implement a routine around lunch time to ensure that Tommy can always sit in the same seat and knows what to expect</p> <p>School staff to provide support, praise and reassurance</p>	<p>School staff</p> <p>Occupational Therapist</p>	Daily	<p>School staff</p> <p>Visual timetable</p> <p>Visual resources</p> <p>Total Communication Approach</p>	Observation – Tommy will be able to sit in the busy lunch hall long enough to eat his lunch

(F) The special educational provision required by the child or the young person

The special educational provision (any appropriate facilities and equipment, staffing arrangements, curriculum and any health or social care provision that educates or trains a child or young person)	By whom (and funding source, where appropriate)
26 hours Learning Support Assistant time per week, or 6 hours specialist teaching time per week, or a combination of the two	School to deliver with £12,034 Element 3 funded by Hackney Learning Trust
4-6 sessions of direct Speech and Language Therapy per term	Children's Integrated Speech and Language Therapy Service for Hackney and the City

(G) Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

The health provision	By whom (and funding source, where appropriate)
<p>Tommy will benefit from an annual Occupational Therapy assessment and feedback of 1 session per year relative to environmental adaptations, strategies and safety awareness development.</p> <p>Tommy would benefit from a minimum of 3 Occupational Therapy sessions for the first 2 terms (to then be reviewed) to be used for direct and indirect input to:</p> <ul style="list-style-type: none"> · develop his self-care, gross motor and fine motor skills · review his sensory processing and handover a sensory diet/program 	Physiotherapy Service, Homerton University Hospital, NHS Foundation Trust

(H1) 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)

	Social work support provided by
Looked After Child Plan N	Not Applicable
Child In Need Plan N	
Child Protection Plan N	
The social care provision	By whom (and funding source, where appropriate)
Not Applicable	Not Applicable

(H2) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

The social care provision	By whom (and funding source, where appropriate)
None identified	Not Applicable

(I) Placement

Name of Placement	<i>Apple Primary School Apple Lane Appleton AP1 2PA</i>
Type of Placement	<i>Primary Phase – A Mainstream Primary School</i>

(J) Personal Budget (including arrangements for direct payments)

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

Provision	Personal Budget Value	Monitored and audited by
	£	
	£	
TOTAL PERSONAL BUDGET	£	

(K) Advice and information

People who have contributed to the plan:

Name	Advice	Report attached (including date of report)
<i>Name</i>	Parental	Request for EHC Needs Assessment – 24.03.15
<i>Name</i>	Educational	Document – 24.03.15; Email – 17.06.15
<i>Name</i>	Medical	Report – 15.05.15
<i>Name</i>	Educational Psychology	Report – 27.05.15
<i>Name</i>	Social Care	Email – 21.04.15
<i>Name</i>	Speech and Language Therapist (SaLT)	Report – April 2015 (joint with OT)
<i>Name</i>	Occupational Therapist (OT)	Report – April 2015 (joint with SaLT)
<i>Name</i>		

Arrangements for Review

Arrangements for reviewing this plan will be coordinated by the Plan Coordinator

The first review will take place within 12 months to monitor the appropriateness of the provision and review the level of support required to meet Tommy's needs.

The date by which this plan will be reviewed	Summer term 2017
The Plan Co-ordinator responsible for reviewing this plan will be	
Contact details	0208 820 7777

Signature on behalf of the local authority



Signature on behalf of the health authority

Date of issue

11/02/2016