

**PLAN**

# Education, Health and Care Plan

Optional photo or  
picture/symbol of choice

Name of child/young person: Peter

Date of birth: 13.11.00

Date EHC needs assessment requested: Transfer (from a Statement issued July 2010)

Date of first EHC Plan: July 11<sup>th</sup> 2015

Date of this Plan: 11.07.15 Plan number: 1

All other professionals, parent representatives and family members who have access to this document must adhere to the confidentiality and information sharing guidelines of the Data Protection Act 1998. All information is kept securely following the same guidelines. We respect the confidentiality of parents and children, unless it would put a child or young person at risk. If this document is to be shared this should be discussed fully with the family, child and young person first

The following Education, Health and Care Plan has been issued on 11.07.15 by Wandsworth Council in respect of Peter whose particulars are set out below.

## SECTION A1: Personal and Family Profile

|   |                                      |  |           |
|---|--------------------------------------|--|-----------|
| <b>Name:</b>  | Peter                                |  |           |
| <b>Surname:</b>   | x                                    |  |           |
| <b>Additional names used:</b>                                       | None                                 |  |           |
| <b>Date of Birth:</b>   | 13.11.00                             | <b>Gender:</b>   | x Male    |
| <b>NHS/NI number:</b>   | 987654                               |  |           |
| <b>Unique Pupil Number:</b>   | 3456789                              |  |           |
| <b>Ethnicity:</b>   | British                              | <b>Religion:</b>   | Christian |
| <b>Language(s) spoken<br/>Child/young person:<br/>Parent/carer:</b> | English                              | <b>Language<br/>interpretation<br/>support<br/>needed:</b> | No        |
| <b>Current school/setting<br/>or situation:</b>                     | ASD Resource base                    |  |           |
| <b>Pupil Premium:</b>   | x Yes                                | <b>Looked After<br/>Child or Child<br/>in Need:</b>        | x No      |
| <b>Name of person(s) with<br/>parental responsibility:</b>          | Mr and Mrs X                         |  |           |
| <b>Address:</b>   | 14 Caldicott Square, London SW18 6XE |  |           |
| <b>Contact number(s):</b>   | 07123456789                          |  |           |
| <b>Email address:</b>   | x@hotmail                            |  |           |
| <b>Child/young person's<br/>address:</b>                            | As above                             |  |           |
| <b>Additional parent/carer:</b>                                     | N/A                                  |  |           |
| <b>Address (if different<br/>from above):</b>                       |                                      |  |           |
| <b>Contact number(s):</b>   |                                      |  |           |
| <b>Email address:</b>   |                                      |  |           |

## Section A2: Team Around the Child/Young Person (TAC) and Professional Network

|  | Name | Job title                                 | Office location                | Contact number | Email                |
|--|------|---|--------------------------------|----------------|----------------------|
| <b>Lead professional/person making request</b> | SP   | Lead Teacher ASD base                     | School                         | 0208 887 1234  | sp@wandsworth.sch.uk |
| <b>Assessment/Plan coordinator</b>             | JT   | Assessment/Plan coordinator               | Wandsworth Town Hall           | 0208 887 1234  | jt@wandsworth.gov.uk |
| <b>All other professionals</b>                 |      |   |                                |                |                      |
|  | EM   | ASD Development Consultant                | Wandsworth Town Hall           | 0208 887 1234  | em@wandsworth.gov.uk |
|  | CG   | Teaching Assistant ASD Base               | School                         | 0208 887 1234  | cg@wandsworth.sch.uk |
|  | PH   | Independent Speech and Language Therapist | Priory Clinic                  | 0208 887 1234  | ph @ gmail           |
|  | TA   | Educational Psychologist                  | Wandsworth Town Hall           | 0208 887 1234  | ta@wandsworth.gov.uk |
|  | MY   | Family Recovery Project Worker            | Wandsworth Town Hall, Prefab 2 | 0208 887 1234  | my@wandsworth.gov.uk |
|  | Dr s | Paediatrician                             | St Georges Hospital            | 0208 887 1234  | sh@nhs.uk            |

## Section A3: Child/young person's story

### Child/young person's story (as told by Mrs X to the lead teacher)

Peter is an optimistic young man who on a good day has strong positive goals.

Peter is the second born in a family of four children. In 2005, Mrs X reported to the GP that she had an uneventful pregnancy with Peter. Jane, Peter's mother reported that the first few months with him seemed normal and were very good. She reported that he fed well, although his sleep pattern was strange. He showed some delays in his development – sitting independently, crawling and walking. He was also delayed in acquiring speech and language skills. After the first few months Peter cried a lot, so much so that when he was 13 months old, Mrs X sought advice from the health visitor. Peter continued to be a challenging baby. She sought advice again from the health visitor who felt that he was seeking attention and would grow out of the behaviour. He continued to be unsettled, cried a lot and presented as a very angry toddler. Mrs X expressed that she could not think of anything that could have caused the behaviours that Peter was displaying. She expressed that Peter was a much-wanted and much-loved baby, and when he was born it was a very happy time in the life of the family. Mrs X reported that Peter's behaviour continued to be difficult at home. He was aggressive towards his older sister. He was non-compliant and refused to sit at the table at meal times. Mrs X reported that he had tantrums frequently when he was not allowed to have something he wanted. He would hit out at both his mother and his sister, and started hitting his dad. Mrs X reported that typically in the evenings when he was collected from school he would have a tantrum if he was denied something he wanted. When they got home, he 'crashed' around the house until he got tired and went to sleep at about 10 o'clock.

At school, Peter presented a very different picture. His teachers reported that he was quiet and timid and did not present with any behaviour difficulties at all. His teachers reported that he was underachieving slightly in some areas of the curriculum but they did not have major concerns about him. Peter moved primary schools in Year 3 because Mrs X felt that he was not receiving the support that he needed in school. At primary school, the staff worked well with Peter but he continued to display the same type of behaviour at home. He was diagnosed with ADD in Year 5.

When Peter started secondary school, for the first few months he was settled, especially when a friendship had been established with one student. He became upset and angry when the friendship broke down and he felt 'picked on'. Peter did not see the point of making friends and he began to school refuse in June/July 2010. In Year 8, his attendance gradually began to decline and at home he became quiet, sad and reclusive. By the end of Year 8 he was hardly attending school and a number of professionals were involved. Mrs X stressed that she had been asking for an ASD assessment since Peter was 6 years old and that she still felt that it might explain his behaviour. This request had been made again at the time and Peter was placed on a waiting list.

In Year 9, Peter started attending school on a part time basis, normally mornings only. The family received support from the Family Recovery Project, but his attendance was still low. At home, he was said by Mrs X to be aggressive, angry, violent and defiant and at other times upset and crying.

(Lead teacher note) Peter was finally assessed for ASD in February 2014, after referral from Dr S in November 2012. The ASD Advisory Service then became involved in June 2014. At the moment, he simply sits in his room or with his family and does not interact much. He has very low self esteem and has not left the house in the last few months. He is reluctant to bathe and change his clothes. He was formally assessed by Dr X (CAMHS) in February 2015 (no written report available). Dr X conducted a home visit and her assessment concluded that Peter is not presenting with a severe and enduring mental illness such as depression or anxiety however what is in the forefront of his difficulties is his ASD diagnosis and he needs an appropriately targeted behaviour management plan including incentives for small steps of progress.

Peter needs to develop his social interaction skills and how to problem solve in social situations, he has a very black and white view of right and wrong and needs to become more flexible in how he approaches social situations.

**Peter's aspirations including: play, friendships, education, employment, leisure etc.**

Peter said he would like to make new friends and in the future he would like to work in a shop. He would like to develop his friendships further, for example meeting them outside of school. He especially enjoys English, computing and geography. He likes to be independent and this is important to him for the future. He enjoys all aspects of ICT and is interested in film but definitely does not like Maths. He has a long term positive outlook and imagines himself having his own family in the future, would like to get married and have a dog and a cat. He talks about going to college as this is the stage his brother is at and knows that study is important for his future.

**Peter communicated his story by talking to the educational psychologist**

He feels he can communicate well with his family but it is difficult to speak to people he does not know. His views were provided through professional support and in writing his thoughts down

Peter is able to communicate both in written and oral form.

Peter has learnt polite conversation and having been asked a question he will respond with a question eg " I'm fine thanks, how are you?"

Peter can communicate in writing but prefers to type.

## **Section A4: Parent's/Carer's views**

**Mr and Mrs X aspirations including: play, friendships, education, employment, leisure etc. (please indicate who is providing the information)**

Peter's parents reported in the TAC meeting (March 2015) that they would like him to be

prepared for life after school. They especially feel that he needs to develop basic Maths skills such as handling money and having a better understanding of time. Peter needs to develop his social interaction skills and become more aware of what it is appropriate to say and behave in a variety of situations. It's very important for Peter that he can have friends and share activities and interests with them. They would like him to pursue his interests and have a hobby in the future, possibly developing his interest in film. Mr and Mrs X hope that Peter can live independently and have a job. It would be good for him to join in with more activities out of school.

**Additional useful family information and support network (family and friends)**

Mrs X is still on her rehabilitation programme for prescription drugs, which is on-going. The rest of the family is said to be functioning normally despite Peter's difficulties. Peter's maternal grandparents live in the UK. There is no support from extended family and friends. The only support provided has been from external professionals.

## Section B: Strengths and special educational needs

| Cognition and learning including educational attainment  |  |
|--|--|
| Strengths: (what the child/young person can do)  | Special Educational Needs:   |
| <p>Peter is eager to learn and he can be very motivated as long as he likes the subject. He responds well to scaffolding, visual prompts and motivators to encourage him to complete other work. He is also motivated by the satisfaction of completing tasks.</p> <p>In March 2015, he is achieving the following levels: English 2a, Maths: 2c and Science: 4c. Attainment levels across the broader curriculum are broadly level 4s – just below age related expectations.</p> <p>Peter is able to learn at an expected rate when he is supported in a small group and presented with a differentiated curriculum option.</p> | <ol style="list-style-type: none"> <li>1. Peter has missed a significant amount of secondary schooling.</li> <li>2. He needs to target his learning towards developing skills for future work.</li> <li>3. Peter is currently achieving significantly below age-related expectations in Maths and English. He dislikes Maths and needs to develop basic numeracy skills such as the 4 operations, handling money as well as word problems.</li> <li>4. Peter has difficulty maintaining concentration when he is not interested in the subject. He needs time to process tasks and instructions. S&amp;LT testing indicates difficulties with working memory. He needs to develop the skills to be able to generalise</li> </ol> |

|   |   |
|---|---|
| <p>He enjoys practical learning activities, and his preferred modes of learning are visual, kinaesthetic, and through ICT.</p>  | <p>his learning from one context to another.</p> <p>5. Peter has difficulty when generating his own ideas. He needs to begin to be aware of his strengths in learning with a view to planning future learning or work activity.</p>           |
| <b>Sensory</b>  |   |
| <b>Strengths:</b>   | <b>Special Educational Needs:</b>   |
| <p>Peter responds appropriately to a range of sensory experiences. He has good hearing and sight.</p> <p>He has some strategies to enable him to cope with noisy situations</p>   | <p>6. He is sensitive to loud noises and finds it difficult to manage crowds. He needs to develop tolerance in some situations eg when crossing the road.</p>   |
| <b>Physical ability (e.g. fine and gross motor development)</b>   |   |
| <b>Strengths:</b>   | <b>Special Educational Needs:</b>   |
| <p>Peter has good gross motor skills. He enjoys being outside and will kick a football around by himself. He likes individual sports such as swimming.</p> <p>His keyboarding skills are better than his handwriting and he expresses himself more easily when typing.</p>  | <p>7. Peters' fine motor skills are less developed and his letter production is immature but legible. He needs practice in fine motor skills to improve his dexterity when using a knife and fork and pen or pencil.</p>                      |
| <b>Communication and interaction</b>  |   |
| <b>Strengths:</b>   | <b>Special Educational Needs:</b>   |
| <p>Peter is caring, responsible and friendly. He is a good communicator in terms of communicating his own needs and explaining things that interest him. He can talk at length when interested in the topic.</p> <p>Recent S&amp;LT testing shows that his understanding of language falls just below age related expectations. He will ask for</p> | <p>8. He is at the early stages of developing more natural to and fro conversations about daily life.</p> <p>9. Peter finds it hard to interpret social interaction and to make friendships. He needs to be able to develop ways to think</p> |

|  |   |
|--|---|
| help if he doesn't understand. His expressive language is within the low average range for his age   | about and manage those situations in order that they do not cause him distress.   |
| <b>Social, emotional wellbeing and mental health (including behaviour)</b>   |   |
| <b>Strengths:</b>  | <b>Special Educational Needs:</b>   |
| <p>Peter is eager to please and he responds well to praise. He is good at turn taking. He is motivated to be social and develop friendships. He is developing his ability to express emotions.</p> <p>Peter is most relaxed in his mother's company.</p> | <p>10. Peter needs to develop the ability to recognise and understand a wider range of emotions and communicate them effectively. He does not yet have an understanding of what autism is and the associated characteristics. He is very rigid in his approach to right and wrong and can use words like "shut up" inappropriately if he becomes frustrated at others' behaviour. He can be over-emotional and is very rigid in his views and needs to be able to improve his self-regulation of behaviours. As a result he finds it very difficult to interact successfully with other people and make social relationships.</p> <p>11. He needs to develop the self confidence and strategies that enable him to leave his home and travel independently to a school or social event without anxiety.</p> |

**This next section must be completed when the young person is in Year 9 and for each subsequent year.**

|  |   |
|--|---|
| <b>Preparation for adulthood (Year 9 onwards)</b>                |   |
| <b>Employment and education, work related interest</b>           |   |
| <b>Strengths:</b>  | <b>Special Educational Needs:</b>   |
| Peter has indicated his interest in working in a shop in future. | Peter needs to acquire basic numeracy and improve his ICT skills as indicated above |
| <b>Self help and independent living skills</b>                   |   |
| <b>Strengths:</b>  | <b>Special Educational Needs:</b>   |
| Peter has a desire to be independent                             | At this stage, as indicated above   |
| <b>Friendship, social skills and community involvement</b>       |   |

| <b>Strengths:</b>  | <b>Special Educational Needs:</b>  |
|--|--|
| Peter is motivated to be social and develop friendships. He is developing his ability to express emotions. | As above he needs to develop the strategies and confidence to travel independently to and manage a social event. |

## Section C: Strengths and health needs

| <b>Health</b>            |  |
|--------------------------|--|
| <b>Strengths:</b>        | <b>Health needs (which relate to SEN e.g. medical conditions such as heart condition; asthma; need for oxygen; mental health):</b>   |
| Peter is usually healthy | <p>Peter has a diagnosis of ASD. He needs to be able to predict and develop strategies that enable him to cope with separation anxiety and managing group situations.</p> <p>His diet is quite restricted.</p> |

## Section D: Strengths and social care needs

| <b>Social Care</b>                            |   |
|---|---|
| <b>Strengths:</b>                             | <b>Social Care needs (related to SEN):</b>  |
| Very supportive relationship with his mother. | Peter has difficulty getting up in the morning and anxiety about attending school. He and the family need help to enable him to develop confidence to tackle these issues |

## Summary of Education, Health and Care Needs

| <b>Education, Health and Care Needs:</b>                 |
|--|
| Social, communication and interaction needs              |
| Anxiety about leaving the house and in social situations |
| Low levels of numeracy attainment                        |

|  |
|--|
| <b>Education, Health and Care Needs:</b>                               |
| <b>Known diagnosis (please insert date of diagnosis or diagnoses):</b> |
| Diagnosis of ADD (Year 5) and ASD (Feb 2014)                           |

## Sections E, F, G, H1 and H2: Achieving outcomes

(which can include cross phase or key stage outcomes and outcomes relevant to preparation for adulthood)

| Special educational needs as identified in section B | Section E: Education Outcomes<br>Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)<br>For example:<br>• longer term cross phase or into adulthood where relevant<br>• end of key stage, where relevant<br>• end of year (6 month if under 5 years)         | What provision/support is needed.<br>How often and by whom (Section F)<br>(see checklist in handbook for details to be included)  |
|--|---|---|
| Cognition and learning                               | <p><b>1. By the end of KS4 Peter will be reengaged in education and accessing learning opportunities:</b></p> <p>a) Peter will access learning by the end of Summer term 2015 and begin to engage with school based tasks</p> <p>b) Peter will begin to engage in a more structured educational programme by May 2016</p> | <p>Weekly Education in the home setting via an online learning programme in appropriate subjects Maths, English, ICT and other online learning resources. Provided by school in conjunction with online learning programme providers</p> <p>School to provide named member of staff to visit the home fortnightly to give work and collect Wednesday 9.30 – 10.30</p> <p>Monthly adult support in liaison with Family Recovery Project Worker</p> |
|  | <p><b>2. By the end of KS4 Peter will have accredited qualifications which will lead on to a further education course.</b></p> <p>a) By the end of y 11 Peter will have completed GCSE courses in the core subjects, Geography and Food</p>   | <p>Full time, daily access to a broad and balanced curriculum in a resource base for students with ASD within a mainstream school.</p> <p>Lessons and work appropriately differentiated by subject teachers and support staff to lead to the outcomes</p>   |

| <b>Special educational needs as identified in section B</b> | <b>Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)</b><br><b>For example:</b> <ul style="list-style-type: none"> <li>• longer term cross phase or into adulthood where relevant</li> <li>• end of key stage, where relevant</li> <li>• end of year (6 month if under 5 years)</li> </ul> | <b>What provision/support is needed. How often and by whom (Section F) (see checklist in handbook for details to be included)</b>   |
|---|---|---|
|   | <p>Technology.</p> <p>b) He will achieve accreditations in practical courses at 'Roads to Success'</p> <p>c) By the end of year 10 he will achieve his expected levels in all subjects</p>  | <p>specified.</p> <p>Plenty of practical activities to support learning, use of visual supports and ICT Sessions at 'Roads to Success' alternative provision. As appropriate to achieve the outcomes and in discussion with Peter and parents.</p> <p>An adapted KS4 curriculum to allow for the teaching of basic numeracy, literacy, life and social skills. Equivalent of 5 hours per week, to include time specified for literacy and numeracy above</p> <p>On-going</p> <ul style="list-style-type: none"> <li>▪ Differentiated homework that Peter can complete with a minimum of support or with attendance at a homework club. Monitoring at home.</li> </ul> <p>when needed</p> <ul style="list-style-type: none"> <li>▪ access to in-class support to support his access to the curriculum, encourage Peter to develop strategies to remain engaged, listen actively etc</li> <li>▪ Use of ICT for recording in class and independent work</li> </ul> |

| Special educational needs as identified in section B | Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)<br>For example:<br>• longer term cross phase or into adulthood where relevant<br>• end of key stage, where relevant<br>• end of year (6 month if under 5 years)  | What provision/support is needed.<br>How often and by whom (Section F)<br>(see checklist in handbook for details to be included)   |
|--|---|--|
|  | <p><b>3. By the end of KS4 Peter will be confident in using basic numeracy skills e.g. (+, -, x and ÷) in everyday life.</b></p> <p>a) By the end of y11 Peter will go to the shop and buy items presenting appropriate notes and coins and ensuring that he gets the right change.</p> <p>b) By the end of year 10, Peter will be able to double up or halve the quantities in a recipe and find the total cost of ingredients for a meal.</p> | <p>An individualised numeracy programme presented through his interests eg cooking, real life activities eg shopping, ICT and practical activities. Equivalent of 2 hours per week. partly 1:1 focused teaching, partly embedded within the curriculum.<br/>Provided by Maths subject teacher, SEN/school team</p> |
|  | <p><b>4. By the end of y11, Peter will have strategies to listen actively in class and keep focused</b></p>   | <p>Time-limited interventions embedded daily support<br/><br/>A daily, on-going structured programme to increase his time on task supported initially by prompts from staff</p>  |
|  | <p><b>5. By the end of KS4 Peter will have chosen a path for the next stage of his education or employment.</b></p> <p>a) By the end of y 10 he will be able to talk about his strengths and interests and begin to understand the implications of the diagnosis of autism</p>  | <p>On-going support from school staff within 5 hours per week individualised programme</p>   |

| Special educational needs as identified in section B | Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)<br>For example:<br>• longer term cross phase or into adulthood where relevant<br>• end of key stage, where relevant<br>• end of year (6 month if under 5 years)                   | What provision/support is needed.<br>How often and by whom (Section F)<br>(see checklist in handbook for details to be included) |
|--|--|--|
|  | <p>b) During year 11 he will visit 3 colleges and explore the options available to him.</p> <p>c) By the end of y 11 he will know what course/college he would like to move on to and will have made the relevant applications.</p>  | <p>Ongoing advice and support from Connexions on courses for Post 16 and the application process</p> <p>As above.</p>            |
| Sensory  | <p><b>6. By the end of KS4 Peter will be able to manage his reaction to loud noise</b></p> <p>a) During Year 11 he will cross all of the roads on his route to school 50% of the time on his own.</p>  | <p>Support from a mentor (FRP) for 50% of the week and family, reducing as his confidence to manage increases</p>                |
| Physical   | <p><b>7. By the time Peter moves to college or work his manual dexterity will have improved so that he is able to manipulate cutlery, pens and pencils with ease.</b></p> <p>a) By the end of Year 10 Peter will write a short paragraph or letter on a subject related to future work ideas, legibly using a pen or pencil.</p> | <p>Daily practice in two 5 minute blocks embedded into the school day.</p>   |

| Special educational needs as identified in section B  | Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)<br>For example:<br>• longer term cross phase or into adulthood where relevant<br>• end of key stage, where relevant<br>• end of year (6 month if under 5 years)  | What provision/support is needed.<br>How often and by whom (Section F)<br>(see checklist in handbook for details to be included)   |
|---|---|--|
| <b>Communication and interaction</b>                  | <p><b>8. By the time Peter moves into college or employment he will have more age-appropriate conversational and social skills.</b></p> <p>a) By the end of y10 he will take 3 turns in a conversation he has initiated with a peer or adult</p>  | <p>S&amp;LT programme embedded and delivered across the curriculum with daily targets. Focus to develop functional communication skills and achieve outcomes specified.</p> <p>Use of modelling and role play Programme devised and monitored by S&amp;LT, at least one direct contact per term.</p> |
|   | <p><b>9. By the time he moves into college or employment he will have a better understanding of how his verbal and non-verbal messages will be understood by others.</b></p> <p>a) By the end of y11 he will react appropriately in social situations where he disagrees with his conversation partner or when he sees something happen which he considers is 'wrong'</p> | <p>As above.</p>   |
| <b>Social, emotional well being and mental health</b> | <p><b>10. By the end of KS4 Peter will be communicating and interacting with others both inside and outside the home</b></p> <p>Over the next 12 months:</p> <p>a) Peter will begin to be socially integrating with his family and to become more communicative inside the home and</p>   | <p>A detailed finely graded behavioural plan to help him to socially reintegrate</p>   |

| Special educational needs as identified in section B | Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)<br>For example:<br>• longer term cross phase or into adulthood where relevant<br>• end of key stage, where relevant<br>• end of year (6 month if under 5 years) | What provision/support is needed.<br>How often and by whom (Section F)<br>(see checklist in handbook for details to be included)   |
|--|--|--|
|  | with external groups e.g. professionals, school and friends<br><br>b) By the end of y10, Peter will have a friend who he socialises with outside of school.  | Ongoing weekly support with his moods in the home via family support by parents and advisory service using strategies to encourage him to engage more<br><br>Direct teaching of 'friendship skills' as part of S&LT programme. Time-limited interventions Ideally, 1 x weekly in school and 1 x weekly out of school<br><br>Extra-curricular clubs and activities outside of school. School trips into the community. As appropriate<br>Life skills curriculum |
|  | <b>11. By the end of KS4, Peter will make a short journey without his mother using public transport, initially accompanied.</b>  | Alternative and individualised curriculum to provide opportunities for short trips using public transport.<br><br>Direct teaching of problem-solving skills when 'out and about'<br>S&LT programme as above.<br><br>To be provided through school and LA resources with LA top-up funding  |

|   |   |   |
|---|---|---|
| <b>Special educational needs as identified in section B</b>   | <b>Section E: Education Outcomes Outcomes (Specific, Measureable, Achievable, Realistic and Timelimited (SMART) including by when to be achieved)</b><br><b>For example:</b> <ul style="list-style-type: none"> <li>• longer term cross phase or into adulthood where relevant</li> <li>• end of key stage, where relevant</li> <li>• end of year (6 month if under 5 years)</li> </ul> | <b>What provision/support is needed. How often and by whom (Section F) (see checklist in handbook for details to be included)</b> |
| <b>What is the risk if these educational outcomes are not achieved?</b>   |   |   |
| Peter would not achieve his academic potential and would not be ready to move onto college and towards independent living in the future. He would be vulnerable in the community and less likely to be able to make a positive contribution to society. He would not be happy and have positive self esteem |   |   |
| <b>If considering mainstream provision, indicate “top up” level (Banding)</b>   |   |   |
| Band 3 (£xxxx)  |   |   |

|  |   |   |
|--|---|---|
| <b>Health Needs as identified in section C</b> | <b>Section G: Health Outcomes Outcomes (SMART including by when to be achieved)</b><br><b>For example:</b> <ul style="list-style-type: none"> <li>• longer term cross phase or into adulthood where relevant</li> <li>• end of key stage, where relevant</li> <li>• end of year (6 month if under 5 years)</li> </ul> | <b>What provision/support is needed. How often and by whom (Section F) (see checklist in handbook for details to be included)</b> |
|  | <b>G1. By the time he leaves compulsory education, Peter will be self confident and able to manage his emotions and anxiety.</b>  | Daily support by school initially with monitoring by the GP and CAMHs as appropriate.   |

|  |  |  |
|--|--|--|
|  | <b>G2. That Peter remains healthy into his adult life.</b> | Part of social, life skills curriculum (see above) addresses how to make contact with GP and when. |
| <b>What is the risk if these health outcomes are not achieved?</b>                         |  |  |
| Peter will not be able to lead as independent a life as he desires nor sustain employment. |  |  |

|   |   |   |
|---|---|---|
| <b>Social Care Needs as identified in section D</b>   | <b>Section H1: Social Care Outcomes Outcomes (SMART including by when to be achieved)</b><br>For example:<br><ul style="list-style-type: none"> <li>• longer term cross phase or into adulthood where relevant</li> <li>• end of key stage, where relevant</li> <li>• end of year (6 month if under 5 years)</li> </ul> | <b>What provision/support is needed. How often and by whom (Section F) (see checklist in handbook for details to be included)</b>                                     |
|   | <b>H1.1 None</b>  | n/a   |
| <b>Social Care Needs as identified in section D</b>   | <b>Section H2: Social Care Needs Outcomes</b>   |   |
|   | <b>H2.1. Peter will be able to get up in the mornings to attend school without anxiety or assistance by May 2016.</b>   | Once Peter has reengaged with learning at home, Weekly support for the family from the FRP worker in conjunction with the school, reducing to monthly after 3 months. |
| <b>What is the risk if these care outcomes are not achieved?</b>  |   |   |
| Peter will not be able to reengage with learning successfully and remain dependent on his mother. He may not be in employment, education or training when he of school leaving age. |   |   |

**Has the assessment raised any areas that need to be considered further?  
If yes, please outline below.**

None

## Section I: Placement

(to be completed by the Local Authority on final agreement of the Plan)

|  |                               |
|--|-------------------------------|
| <b>Education Placement<br/>(name and type of<br/>school/setting/Post 16<br/>establishment)</b> | X ASD Resource Base, X school |
|--|-------------------------------|

## Section J: Personal Budget

Has a personal budget been requested by the parents/carers or young person?

x No

## Section K: Advice and information

| Source                               | Evidence (including author)  | Date of report/information    |
|--------------------------------------|--|-------------------------------|
| <b>Parents/Carers</b>                | School based discussions<br>Oral contributions to meeting March 2015 | 10.09.14/12.12.14<br>11.03.15 |
| <b>Young person</b>                  | Verbal report to TA  | 10.01.15                      |
| <b>Educational Psychologist</b>      | Updated report by TA   | 12.01.15                      |
| <b>Speech and Language Therapist</b> | Report from TH   | 03.03.15                      |
| <b>Paediatrician</b>                 | Report by Dr S   | 20.05.14                      |
| <b>School</b>                        | Academic reports and levels from teachers - SP                       | 14.04.15                      |
| <b>Family Recovery Project</b>       | Report from MY   | 10.03.15                      |

## Arrangements for review

| Date for review<br>(within 12 months)                            | How will the agreed outcomes be reviewed? |
|--|---|
| 11.06.2016   | Annual review                             |
| <b>The lead professional responsible for the review will be:</b> |   |

|                         |        |                   |                       |
|-------------------------|--------|-------------------|-----------------------|
| <b>Name:</b>            | SP     | <b>Job title:</b> | Lead teacher ASD base |
| <b>Contact details:</b> | School |                   |                       |

**Date of proposed Education, Health and Care Plan: 01.06.15**

**Date of final Education, Health and Care Plan: 11.07.2015**

**Signed:**

**On behalf of the Director of Education and Social Care  
Wandsworth Council**