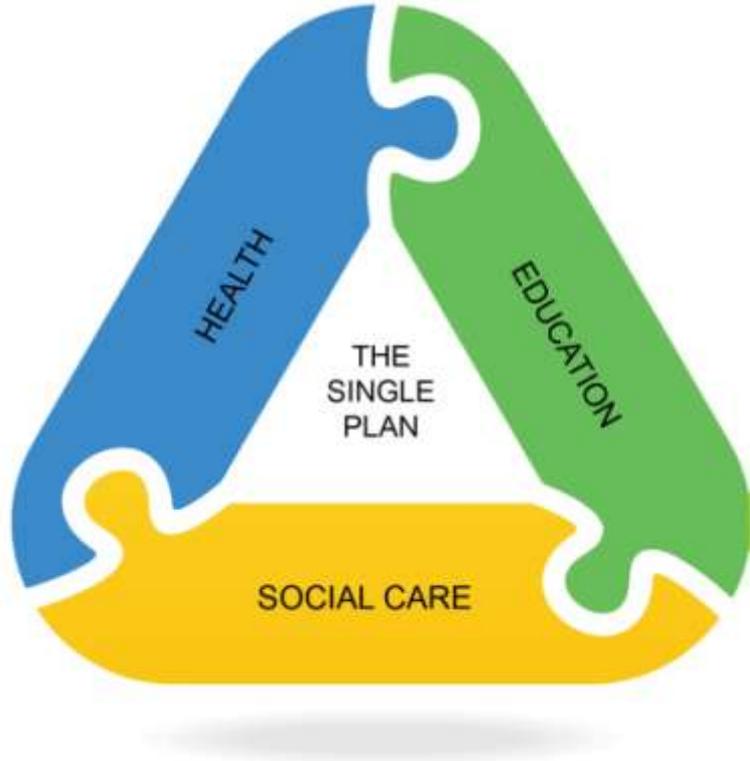


**NORTHAMPTONSHIRE COUNTY COUNCIL
EDUCATION, HEALTH AND SOCIAL CARE PLAN**



Gemma Green

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Part One: Personal Details

*Name:	Green	Preferred name:	Gemma
*Date of birth:	28.02.07	*Gender:	female
*Home address:	A House, A Street NN		
*Ethnicity	Polish	Religion	
*Name of parent(s)/person(s) with parental responsibility/Next of Kin:	Alice Green and Stefan Sczeny		
Address:	As above		
Telephone number:	0700		
Email address:			
*Who I live with:	Mum, dad, brother, aunt, uncle and cousins.		
c/o address (if different from above):			
*NHS Number			
*ID number (CareFirst, ICS etc):			

* denotes mandatory field

Status of the plan

	Date commenced
EHC Plan replacing a statement of the child's special educational needs <i>Under the terms of Northamptonshire Local Authority's SEND Pathfinder status and In accordance with section 324 of the Education Act 1996 ('the Act') and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001.</i>	
Short break care Services provided under section 17 of the 1989 Children Act	
Short break care Services provided under section 20 of the 1989 Children Act	
Personal educational Plan under section 31 of the Children Act 1989	
Care Co-ordination Plan	

Part Two: All About Me

This information was gathered from those who know and care for Gemma's well being.

Gemma lives at home with her Mum Alice, Dad Stefan and younger brother David. Her Aunt Kate, Uncle Mariusz and cousins Oslo and Olivia also live in the same property. Gemma's favourite activity is to watch 2/3 hours of TV and afterwards she will often begin to act out what she has seen on the TV and constantly repeat phrases she has heard. Her parents feel she struggles to separate fantasy from reality. When Gemma wants to be alone she will go to her room or find a quiet corner. Gemma likes babies and loves to help her baby cousin. Gemma likes to dress up in a *Tinkerbell* outfit and often wants to wear this to school. Gemma likes to play with her brother and cousins when she is at home.

Things which are important to me:

Family are important to Gemma; she has extended family in Poland, whom she sees and stays with several times a year. Gemma likes having people around who understand her and who help her to communicate what she wants to say. Gemma likes to play with her brother David, they usually speak in English. Gemma prefers peace and quiet; she does not like noise and will often retreat to a quiet area on her own.

Things that I want more help with:

Gemma has been learning two languages Polish and English and needs more support communicating so as to reduce her anxiety. Gemma does not respond well to firm direction and tends not to co-operate if she feels under too much pressure. Gemma responds more positively to a gentle approach and being given some time to follow the instruction. Gemma requires a lot of support to manage unexpected changes such as school outings.

The things that are working for me:

Gemma goes to the child minders every day including the holidays and she appears to enjoy going. In school Gemma follows a schedule and this is leading to calm periods of time for Gemma. Gemma has a bean bag at school which is her safe space in the class room. Gemma responds well when she sees an activity demonstrated or when a puppet is used to convey a requirement to her. Gemma does not like to speak about school at home. However, the home/school book is working well.

What my mum and dad think:

When the family came to England Gemma was two and a half years old and she could speak two words 'mum and 'dad'. Gemma's parents say that on a holiday recently, Gemma's Polish really improved and she has begun to recognise that they speak Polish at home as well as English. In general Gemma is happy and joins in

with all the family's activities. Gemma is beginning to show more interest in going to school and speaking about her day when she comes home. Gemma will now sit with her mother and do her homework, especially if there is a treat afterwards. Gemma's parents are concerned that at school Gemma may be struggling because she speaks both languages and struggles to be understood. At home if her brother and cousin are playing noisily she will go off to her room and play. Gemma can then become overwhelmed and sometimes angry or behaves nervously. David often tries to take care of Gemma and tries to teach her things.

Gemma's parents said that they want what is best for Gemma and would like her to have additional support to learn English, so that she can communicate and reduce her frustration and nervousness.

What professionals think:

<p>Cognition and Learning</p>	<p>Gemma's school state that she is motivated to learn when activities are play based. She will engage in other activities when delivered in small chunks with regular choice time. Gemma's concentration levels are short and she needs constant prompting to stay focused even for short periods of time. Gemma displays obsessive behaviour such as sorting objects into colour/shape/size. She does not cope with a full classroom and works at a work station, where she is required to complete short activities followed by a reward. Gemma reacts to the noise levels in the classroom and can become very distressed in class without any trigger. When Gemma's anxiety becomes heightened she has removed her clothes and she can begin to scream or speak with a high pitched voice. Gemma has a safe place in the classroom (a bean bag) where she can go when she is upset. Gemma is learning to use familiar objects to regulate herself, such as sorting the secretary's desk at lunch time as a choice 'reward' after going into the dinner hall with everyone else for lunch. Gemma requires constant supervision as she wanders out of the classroom regularly. The school have been using a rabbit puppet to model expected classroom behaviour and Gemma has been responding to this procedure well. Gemma has limited understanding and works at a much slower pace than her peers. The school are concerned that it may become more difficult to bridge as the gap in Gemma's learning widens. Gemma speaks English and Polish and is starting to use Polish words in School</p>
<p>Emotional and social development</p>	<p>School say Gemma can be an engaging and charming little girl who demonstrates real enthusiasm and excitement for play based activities in school. However, she can display very challenging behaviour and it can be difficult to establish what the trigger is. When very distressed, Gemma will lash out at people, claw at her skin/clothing/carpet and scream loudly. She is able to form strong attachments to adults in school and can be</p>

	affectionate and caring. Gemma is friendly and can interact with the children in her class and has formed a strong attachment to another child. She has a good relationship with her brother whilst in school. Sometimes Gemma can show uninhibited behaviours towards people she does not know, such as kissing them on the hand. Gemma's peers are tending to 'baby' her when she is interacting with them and often she will leave the conversation midway and go and lay on the floor with a pillow, or sit on her beanbag.
Communication and Interaction	The Speech and Language therapist states that Gemma is making good progress with her language development.
Physical and/or sensory needs	The Community Paediatrician confirms that Gemma has a diagnosis of Autistic Spectrum Disorder with associated social interaction and social communication difficulties. Gemma has Eczema and allergies to cats, grass and chocolate. She uses Hydrocortisone cream on her skin. Otherwise, she is a healthy child.
Social care	No social care involvement currently with the family.

Summary of Needs:

Gemma has the following significant difficulties:

- A diagnosis of autistic spectrum disorder with associated social interaction and social communication difficulties.
- Delayed speech and language skills
- Learning difficulties.

Part 3 - My Plan:

Education Outcomes

Desired outcome for Gemma:	Support needed for Gemma to achieve the outcome	How often Gemma requires the support	Who will provide the support for Gemma	The key resources required
<p>To develop her social interaction, communication and speech and language skills so that she is able to express her needs, socialise with adults and play with her peers.</p>	<p>A programme to develop social skills, social communication and turn-taking skills</p>	<p>Daily for at least 10 minutes and incorporated into curriculum delivery throughout the school day. Support during the school day for social interactions.</p>	<p>SENCo, class teachers and Learning Support Assistant working under the supervision of her teachers.</p>	<p>Practice and working in small groups, using Social Stories, turn taking, using scripted conversations.</p>
	<p>A programme to develop her play skills.</p>	<p>Daily for at least 10 minutes and incorporated into curriculum delivery during the school day.</p>	<p>SENCo, class teachers and Learning Support Assistant working under the supervision of her teachers.</p>	<p>Programme delivered by school staff in groups, pairs and individually.</p>
	<p>A speech and language programme drawn up under the direction of a speech and language therapist and implemented by</p>	<p>Daily practice and incorporated into curriculum delivery throughout the school day where</p>	<p>SENCo, class teachers and Learning Support Assistant working under the supervision of her teachers</p>	<p>Programme delivered by school staff individually and when working in groups where appropriate.</p>

	<p>school staff. She would benefit from her existing Colourful Semantics Programme being extended to encourage use of auxiliary verbs (is, are etc.) and determiners (the, a, an etc.) as well as extending use of the sentences board to a wider range of context.</p>	<p>appropriate.</p>		
	<p>A programme to develop her emotional literacy skills (the ability to recognise, understand, manage and appropriately express emotions) so that she can demonstrate appropriate behaviours and be aware of the needs of herself and others</p>	<p>Daily practice and incorporated into curriculum delivery throughout the school day where appropriate.</p>	<p>SENCo, class teachers and Learning Support Assistant working under the supervision of her teachers. Access to a keyworker or mentor in school.</p>	<p>Practice and working in small groups, using Social Stories, behaviour and anxiety management strategies suitable for children with ASD.</p>

Desired outcome for Gemma:	Support needed for Gemma to achieve the outcome	How often Gemma requires the support	Who will provide the support for Gemma	The key resources required
<p>To develop her attention, concentration, learning, literacy and numeracy skills.</p>	<p>A programme to develop attention and concentration skills and ability to work with increasing independence.</p>	<p>Daily for at least 10 minutes and incorporated into curriculum delivery during the school day</p>	<p>SENCo and class teacher. A LSA will support implementation under the supervision of a teacher.</p>	<p>Access to a distraction reduced area to work in where appropriate. Tasks broken down into small steps, clear instructions with prompts and other strategies to support attention.</p>
	<p>Programmes to develop her learning and literacy and numeracy skills.</p>	<p>Literacy and numeracy individual programmes, for at least 10 minutes daily with strategies and support incorporated into curriculum delivery during the school day. This may include learning through play based activities.</p>	<p>SENCo, class teachers and Learning Support Assistant working under the supervision of her teachers</p>	<p>Individual work with an adult, and in small groups and whole class sessions according to the activity and objectives.</p>

Desired outcome for Gemma:	Support needed for Gemma to achieve the outcome	How often Gemma requires the support	Who will provide the support for Gemma	The key resources required
To develop Increased independence skills so that Gemma can be less reliant on adults in the classroom and can play outside safely.	A programme to develop self care and independence skills, including developing an awareness of safety.	Arrangements across the school day to develop independence and address safety issues.	SENCo and class teacher. A LSA will support implementation under the supervision of a teacher.	Appropriate levels of supervision according to the activity, schedules and prompts as appropriate. Specific activities for learning safety awareness. School staff will provide support to demonstrate requirements for tasks.

Health Outcomes

Desired outcome for Gemma:	Support needed for Gemma to achieve the outcome	How often Gemma requires the support	Who will provide the support for Gemma	The key resources required
For Gemma to develop speech and language skills so that she is able to express her needs, socialise with adults and play with her peers.	Speech and Language programme to be developed, with monitoring of progress.	Assessment and monitoring as required.	Speech and Language Therapist	Strategies and programmes provided to the school.

Social Care Outcomes

There is no involvement of social services at this time.

Arrangements for monitoring and reviewing my EHC Action Plan:

The next review of my Action Plan will take place on or near to the anniversary of this Plan and will be held in school. All people helping in this Plan will be invited to join me at the meeting or send in information.

1. The school will monitor Gemma's progress in meeting the objectives as described above at least three times a year.
2. Gemma's achievements in the light of these objectives and the targets will be considered at the Annual Review and new targets will be set.
3. The school will invite all involved professionals to the review.
4. The school's Special Educational Needs Coordinator (SENCo) will normally be responsible for preparing an Individual Education Plan (IEP). This will include the following information:
 - The names of the school staff and any external specialists who are involved, including the details of the frequency and timing of support.
 - The details of specific programmes, activities, materials and equipment that the school will provide.
 - The arrangements for the involvement of Gemma's parents and how they can help at home.
 - The priorities and targets during the coming year, which will be reviewed at the Annual Review.
 - A timetable of meetings to review progress over the next year.
5. Gemma will be involved in the setting of new targets and in monitoring them.

If the EHCP becomes inaccurate because of significant changes in Gemma's needs or changes in the provision required to address those needs, then this will be addressed through the Annual Review process. In accordance with the Code of Practice, the Head Teacher will obtain further advice from relevant professionals, hold a review meeting with Gemma's parents and submit a Report of the Review Meeting to the Local Authority with recommendations for any amendments to the EHCP.

The school will review the level and nature of the support at the Annual Review, in light of the progress made by Gemma and her increasing independence. The level of support may therefore change as a result of the Annual Review. In such a case, following completion of the Review Process by the Local Authority, parents and the school will receive a letter informing them of any changes. This letter will then be appended to the EHC Plan.

Health monitoring:

The relevant Health Provider is responsible for monitoring and review of Gemma's health provision and needs.

Social care monitoring:

The relevant Social Care Provider is responsible for monitoring and review of Gemma's health provision and needs.

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

Part 4: This is where I will go to School

DRAFT

We agree with the contents of this Plan

Signed:

(Duly authorised officer – on behalf of Northamptonshire County Council – Education)

Date:

Signed:

(Duly authorised officer – on behalf of Health Commissioners)

Date:

Signed:

Signed:

(Duly authorised officer – on behalf of Northamptonshire County Council – Social Care)

Date:

LEGAL INFORMATION

This joint Education, Health and Social Care Plan ("The Single Plan") is made in respect of the child/young person whose name and other particulars are detailed in Section 1. This plan contains the information that would previously have been included in a Statement of Special Educational Needs, although it does not follow the format of a Statement of Special Educational Needs. For so long as this Single Plan is in force, it will fulfil the same statutory functions as a Statement of Special Educational Needs, and should be treated as such by all relevant parties, including the child/young person, his/her parents/carers, the Local Authority (LA), schools and professionals working with the child/young person. This Single Plan may thus be subject to review, amendment or appeal in the same way as a Statement of Special Educational Needs.

In making and maintaining the Single Plan Northamptonshire LA will ensure that no child or young person is disadvantaged in comparison to those continuing to receive a Statement of Special Educational Needs. The Single Plan will be kept under review. If at any time in the future the parents/carers of the child/young person wish the Single Plan to be replaced by a Statement of Special Educational Needs, they should make a request in writing to the LA and the LA will comply with that request as soon as reasonably practicable. Similarly, if at any time in the future the LA considers it appropriate for the Single Plan to be replaced by a Statement of Special Educational Needs, the LA will do this. In particular, if at any time in the future the child/young person moves from Northamptonshire to another LA, Northamptonshire LA will convert the Single Plan to a Statement of Special Educational Needs.

Health Services have a legal duty which will mean that they will by law have to secure services in education, health and care plans for children and young adults. This will include specialist services like physiotherapy, and speech and language therapy. (Edward Timpson March 5th 2013)

The information used in my plan and attached as appendices:

Name of the information used	Who wrote it?	Date of this information	Date of updated information
Parental Views	Mr & Mrs Green	13.09.13	
Letter with medical diagnosis information and ADOS report	Dr , Consultant Community Paediatrician	18.06.13	
School Report	Mr, Head Teacher Community School	02.04.13	
Speech and Language Therapy Initial Report	Speech and Language Therapist	20.06.13	
Summary of EP involvement	, Educational Psychologist	17.12.13	
Notes of Multi Agency Meeting	Deputy Head, Community School	26.02.13	

