

WORKING DOCUMENT

<h2>Your Education, Health and Care Plan</h2>



My name is Annabel Lucy Drover

I like to be known as Annie the
swimming champion

[images]

How your plan works for you

Education, Health and Care (EHC) Plans are for children, young people and young adults who have Special Educational Needs and/or Disabilities.

The Plan is all about you and your family working in partnership with people from Education, Health and Social Care to set and agree your outcomes and to agree who does what to help you work towards your outcomes.

This EHC Plan captures the views of you and your family, about what's happening now and what you would like to happen in the future. It also contains the views of other people involved, based on their assessments and reports

The focus of the plan is on your outcomes – the things that are most important for you to achieve in your life.

What are Outcomes?

By outcomes we mean the things that are important **to** you in your life.

These might be things like having great friends, enjoying learning at school, earning your own money or feeling safe, healthy and well. They may be other things such as enjoying going to Cubs or Brownies or travelling independently on a bus or train.

An outcome might also be about not making changes if things are going well for you.

A good plan will make the Outcomes really clear and show how this is going to happen.

People to help

A Facilitator will support you with the process, in particular making sure that you are able to put the things that are important to you and your family into the plan. You can usually choose your Facilitator, it's best if it's someone that knows you well and understands what's important to you.

A Coordinator will gather all the information and write up the plan. She/he will also organise the meetings and help everyone to keep to the timescales.

The Facilitator for your plan, their role and contact details	Suri Watkins SENCO at Midsomer School 01999338866; Email – suri.watkins@midsomer
The Coordinator for your plan, their role and contact details	Jack McDonald SEN Officer 0938383940404; Email – jack.macdonald@com

Hertfordshire is a Pathfinder Authority working on developing a new single assessment and plan for children and young people with SEND. This document represents that 'work in progress'. Use of this plan does not remove or replace any entitlement under the current statutory frameworks for children and young people who have SEND

The parts explained

Part 1 – About You	<p>Part 1 is all about you; what's working for you, what's not working for you, what needs to change and what you would like life to look like.</p> <p>Your Facilitator will help you use some really good person centred planning tools for this bit.</p> <p>Other people who you are close to can also have their say and help you to work out your Outcomes.</p>
Part 2 – Other information, reports, assessments and plans and identifying your needs	<p>Part 2 is all about the information that we have gathered from the people who are already working with you. You will have told us who else is working with you and we will collect information about the current resources/ services you are receiving. We have asked people for their latest reports, assessments and plans. These will all be really useful in designing your plan.</p> <p>At the end of part 2 we will agree a summary of your needs.</p>
Part 3 – Agreeing Outcomes and what needs to happen	<p>Part 3 is all about agreeing your Outcomes and deciding what needs to happen next.</p> <p>It sets the resources, support and provision which will be available, including the type and name of the school or college that you will go to.</p> <p>We also agree how to review your Outcomes; this is to make sure that the things agreed are really happening. You will also be asked to name the educational setting that you want to attend.</p> <p>This section is also where the relevant people agree the plan.</p>

Part 1 - About You

Family Name Drover		Given name Annabel Lucy	
Preferred name Annie		Gender Female	DOB 22.6.2005
Relevant Individual Identifier Numbers			
NHS Not completed as example	UPN Not completed as example	SEN Not completed as example	
ICS Not completed as example	NI Not completed as example	Other Not completed as example	

Address Not completed as example	Telephone/Email Not completed as example
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Setting (e.g Early Years/School/College/Work) Midsomer	Name/s of main contact in setting Suri Watkins SENCO
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Parent or Carer/s Jackie Drover – Mother Don Drover - Father	Parental responsibility Parents	Address if different from above Same as above
Telephone/email if different from above Same as above		

Who is the initial point of contact and how do they prefer to be contacted? Jackie Drover, Mother. Using mobile number as above and after 2 pm.
Language used at home English
Is interpretation support needed for you or your Parent/Carers? No

Please let us know the best times to contact you and/or your family/carers

Jackie Drover works five mornings a week, happy to be contacted after 2pm
Don Drover works full time, happy to be contacted via mobile any time and he will return the call.

Some of the important people in your life; family, friends, favourite people (maybe even pets)

Name	Relationship
Jackie Drover	Mum
Don Drover	Dad
Dee Drover	Sister, aged 15
Harry	My dog, aged 12
Grandma Jean	My Grandma, Dad's Mum
Grandad Frank	My Grandad, Dad's Dad
Grandma Julie	My Grandma, Mum's Mum who lives in Spain
Holly Pierce	My best friend at school
Grant Mickey	My Swimming Teacher

All About You

Things I like and admire about Me

I'm really good at swimming and I've won medals. I like helping at home and I'm really good at feeding Harry and folding up the washing.

I like my pretty clothes and Mark at school likes them as well.

I'm good at lots of things; singing, drawing, watching TV and using the trampoline.

I like my hair when it's washed and got a pretty hairband.

I'm getting really good at listening to people. I taught Grandad Frank to listen and he's getting good at it now. I'm a good teacher.

Things others like and admire about Me

People say I'm pretty, helpful and know what I want. They say that I'm kind, especially to animals. They say that I'm brave, especially when I need to go to the Doctor or the dentist.

They also say that I'm kind and patient with people when they don't say things clearly or they don't understand me.

They say that I have autism and lots of other people do as well so not to worry. My friend Mark has autism and he's okay.

Things I'm good at

Swimming, feeding Harry, folding clothes, being a friend, being a sister, singing.

Sitting still and concentrating, letting people know if I'm not happy. Using my picture timetable.

What's working well

I like being at school and being with my friends. I like my teacher but sometimes she talks too quickly and I feel muddled.

My picture timetable is working because if I want to do something I check my timetable to see if I'm allowed to.

Spending time with Harry and my family and going to Spain to see Grandma Julie.

Going to the toilet when I need to.

Swimming three times a week, I wish I could go every day, all day.

What's not working so well

Sometimes I get so muddled that a storm comes and I cry and scream and bang things, it even happens at school sometimes. I don't like it but I can't stop it but it's getting better. My picture timetable helps.

It happens when I don't understand, like if I want to dance but it's quiet time at school and they say no.

Going to bed, I don't like it.

Sometimes what I say comes out all wrong and I gabble, people don't understand me then.

Sometimes I don't understand what people are saying and that upsets me.

Things I'd like to change

I'd like to not have the storms, because they make me feel really tired and upset and sorry afterwards.

I'd like to change my old laptop for an Ipad like Mark's but mine would be pink.

I'd like to change my swimming days to every day.

I'd like to understand what people are saying and I want them to understand me.

Things I love or like to do,

All the things that I'm good at but also being outside especially when it's windy and raining.

I love going to the safari Park and seeing the animals and I love taking photos of them.

I love swimming in the sea in Spain, especially when the waves are bit.

Things I don't like to do

I've got a long list.

Eat with other people, sing with other people, hold hands, brush my teeth, read out loud, talk to people when I'm thinking in my head, being told off, hurting people, being rude, loud people, shouting people, scary people. Going to bed, I don't sleep very much and this can make Mum and Dad cranky.

Keep saying things over and over because people don't understand me.

New things I'd like to try

Surfing in the sea in Spain like Dee, I'd be really good. Help look after the elephants at the zoo.

Win a Gold medal at the Olympics or another colour.

Meet Ellie Simmonds and look at her medals.

The sorts of friends I like to have

Harry's my best friend and you are allowed dogs as friends. He is quiet and never goes off.

Holly and Mark are good friends. They are funny and not too loud and they don't mind my storms, they just go away and come back when I've finished.

The sort of grown up I'd like to be

A Swimmer who teaches autistic children all about swimming. Like my Mum, she's funny and kind and smells nice.

Like my dad because he's funny and strong but he's a man.

I'd have long blond hair and wear makeup and smile sweetly at people. I would never shout or be rude and my storms will never happen when I'm a grown up.

Did anyone help you with this part? If yes, what was their name?

My Mum and Dad helped me with this. Sometimes people find it hard to understand me so it was good to have someone who knows me really well to help me.

My sister Dee helped as well.

Your Journey so far

Your name/s: Annie Drover

My story

I've lived with my Mum and dad and Dee and Harry all my life, in our house. I was born at Midsomer Hospital on 22nd June 2007, Grandad Jack's birthday, he was pleased. Mum and Dad said my storms started when I was three and they were really bad sometimes, I'm sorry about that. I went to Upper Road Nursery when we did a lot of painting. I liked it there.

Parents story

Annie was born in June 2007 and was a very unsettled baby from the start. Her sleep pattern took ages to settle. We couldn't help comparing her development to her sister's, which was completely different.

Annie's 'storms' really became noticeable when she was three years old and the terrible two's were over. We had a really good health Visitor who took us seriously and agreed that Annie needed some help. We were exhausted from lack of sleep and because our nephew has autism we kind of knew what was going on.

It was a kind of relief when Annie was diagnosed officially last year as we then had our fears confirmed, although it did bring in all sorts of panic about the future.

We have always been honest with Annie about her autism and that might make her see things differently to other children. It seems to help her when she is feeling muddled. Having said that, we are determined that Annie has the same chances as any other child so will do what we can to keep life as 'normal' as possible, whatever that is!

Our other daughter Dee is brilliant with Annie, she just takes it all in her stride and can now babysit for us if we go out.

We have been lucky so far with professional involvement as everyone has been helpful and positive. The listen but also try to understand our situation.

Who wrote this part

Jackie and Don Drover (parents)

What your family would like to say

Your name/s: Jackie Drover, Don Drover, Dee Drover, Frank and Jean Drover (Grandparents)

Jackie and Don Drover

We are so proud of Annie. She has her struggles and can get extremely upset but she hates this and is trying to avoid it and is always so sorry afterwards.

Annie has really taken to swimming and this seems to be her outlet, she feels good about herself afterwards and has a better night's sleep!

We are determined that Annie has the same chances as anyone else and accept that this will mean extra help for her and for us. We appreciate any help that we can have. Annie has taken to school well, although it can be a struggle for her and her teachers, especially when she gets upset. Her storms can result in physical damage to herself and things, never to other people thank goodness.

The school have been brilliant but are acknowledging that they are struggling. The classroom assistants have to help other children, not just Annie and we know that Annie has more than her fair share of support at the moment.

Annie's communication continues to be a problem for her and us. She often doesn't understand what we are saying or what we want from her. We often don't understand what she is trying to tell us. This is very frustrating for Annie and is one of her definite triggers.

Recently she has started to take herself to her room when she starts to feel upset. She will try to keep the storm inside but this results in her boiling inside. Dee found her pinching herself and hitting her head recently because she didn't want us to hear her upset. This is really upsetting for us.

The most important thing for us is that Annie feels good about herself and her achievements in life. We have no idea what her future will look like but we want her to feel safe and loved with good friends and people around her who love her and understand her.

Dee Drover

Annie is a great sister and I get really mad if anyone treats her as different or weird. This has happened a few times, like when she had a storm at the airport, some kids were laughing at her and I couldn't help myself, I had to have a go at them.

My friends get on fine with Annie. I'm sure they find her a bit odd sometimes but they're great with her, they wouldn't be my friends if they weren't.

I want great things for Annie, she deserves that. She does struggle sometimes, especially with boundaries but who doesn't?

I've got my GCSE's this year and I am a bit worried that I won't get enough sleep or that Annie won't let me alone so I can study but my friends have said I can go to their's if I need to and Mum and dad are talking about making it clear to Annie that my bedroom is my space and I'm not to be disturbed. We've talked about a lock for the door, no idea how she'll take that!

I know that Annie won't be able to do the same things as me and other girls but we'll cope. I struggled when my hormones kicked in when I was twelve and I worry that Annie will find that really hard but I guess we just have to cross that bridge when we come to it.

Frank and Jean Drover

We just want to say that Annie is a wonderful child with lots of strengths. Her talents need to be recognised as she does have a hard time believing in herself.

We know that Jackie, Don and Dee have had a hard time and that they don't complain much, how can they? But they do need help and will need more help as Annie gets older. We do worry about that as Annie's behaviour can be really extreme and upsetting, it's not her fault but it is taking its toll on everyone.

Anyone else who you think might want to have their say

Your name/s: Grant Mickey (swimming teacher)

Annie shows great promise in her swimming and is doing very well.

She is enthusiastic and keen to try new things as she progresses. However, she does struggle to understand instruction and this is frustrating for her.

Annie's parents say that Annie would never miss a class and that it has huge benefits for her self esteem and her sleep!

She is currently in with a group of 7 learners, and this small group suits Annie. However the next stage for Annie is to join the advanced group which will mean being in a group of 12 and I have concerns about this.

Annie has, at times, become upset if she feels that things are not going well and will begin to cry and shout, this is upsetting for the other learners and she needs one to one attention until she has calmed down. This has been a struggle for us as it means my attention is on Annie and not the rest of the group. In the larger group this will not be possible. For Annie to progress to the next group she will need someone around to help her when she becomes upset.

I would like to add that Annie is a great character and I can only see her improving her swimming. I can see her joining the local special Olympic swimming group if interested.

Why you think that an Education, Health and Care Single Plan could be helpful

We know that Annie enjoys school and has settled surprisingly well and we know that the school have been very supportive of her. However we do feel that an increase in 1:1 support for Annie would help her to stay on task as well as help her to cope with her emotional reactions to situations. We worry that she is taking up so much time that is supposed to be for others who perhaps make less demands.

She needs support to make and sustain friendships as she is very reliant on Holly and Mark and can become very possessive if they want to play with other children. This is one of the triggers for her storms.

Swimming is a huge and positive part of Annie's life and we are very concerned that she won't manage in the larger class. We have considered paying for someone to be with her but the cost is too much for us at the moment. Although we are willing to be at the poolside in case we are needed, Annie is beginning to resent this as the other children do not have their parents there and she does not understand this.

Annie is generally very healthy physically but her emotional health does worry us. When unhappy Annie will not eat, not open her bowels (this may need intervention), not sleep and has recently started to hurt herself. We feel that Annie needs to be able to do the things that make her feel good about herself so that she can stay physically and emotionally well.

We feel that an EHCP may help with this to

- a) acknowledge the additional support needs that Annie has and
- b) to put in resources to keep her stable and able to achieve and progress.

We have been told about personal budgets and would be interested in exploring this further to help Annie.

Part 2 – The people who are currently working with you and other information, reports, assessments and plans and identifying your needs

The people already working with you

Name	Role	Phone	Email	Date of first contact
Hana Suarez	Class teacher	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>
Clare Weeks	EP	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>
Mr Jones	Consultant Paediatrician	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>
Suri Watkins	SENCO	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>
Jim Walters	SALT	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>
Janet James	Advisory Teacher for ASD	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>	<i>Not completed, example plan</i>

Example extract of information provided by the school

Your name/s: Hana Suarez (class teacher)

Annie loves routine. It can take her several months to settle in the new school year. When there is challenge or disagreement around her she doesn't know how to cope with the situation and may make inappropriate remarks or become distressed. Annie's behaviours can occasionally be unpredictable in situations that she is unfamiliar with. Peers can be confused by Annie's actions and adults may not recognise that she is becoming anxious until she is extremely so. She doesn't recognise the feelings of others and can laugh or smirk or smile when she sees someone crying. Annie can sometimes appear rude to her peers when they try to help her. She struggles with friendships and tends to have one or two peers that she will cling to. Annie usually needs prompting to talk to about her worries. Annie will say 'I cried today' and 'I don't know why, he's just been mean'.

Annie is able to use her expressive language to question, describe, comment, request and to negotiate. Annie can understand 3 key word sentences and can use her auditory memory skills to recall 3 items. She has difficulty with less concrete language, following instructions and with temporal concepts and comparatives/superlatives. When Annie is talking, she finds it hard to maintain the topic. She is unaware when a listener is losing interest. Annie does not use gesture to augment her communication. If Annie loses track or is interrupted, she will start at the beginning of what she wanted to say. Annie finds metaphorical language difficult to understand. She cannot respond appropriately without adult support or

intervention. Other children often support her socially but again this also needs guidance from adults. Annie finds visual prompts helpful. She follows a visual timetable which helps her to follow a routine and develop her independence skills.

Annie can use whole word recognition when reading and is beginning to sound out the words. She will say what she wants to write then copy it down from an adult scribed model. Annie is able to read back what she has written and is attempting to write simple sentences. She can identify the letters in simple CVC words and knows that first 30 high frequency words from 'Letters and Sounds'. Annie can form all her letters and has established right hand dominance. Her mouse control on the computer is improving. Annie can count securely in order to 20 and with 1:1 correspondence. She can recognise and order numbers 1-10. She can sometimes recognise 'more' and 'less'. Annie can sort according to number, colour, shape and similarity of objects.

Teacher assessment in June 2013 placed Annie at the following national curriculum levels; English Overall – 1c, Reading – 1c, Writing – 1c and Maths P8. The Educational Psychologist assessed Annie's speaking and listening skills to be falling between P7 and P8.

Annie has hypersensitivities to noise such as the level crossing warning sound and fire alarms and finds these distressing. Her hypersensitivity is also aggravated by people walking around the playground, when they should be following the school's routine for that time of day. Annie sometimes needs assistance when cutting food with a knife, otherwise she is independent with her daily cares.

The services and activities that you are accessing or receiving currently or in the last year

Your name: Annie Drover	Date of birth: <i>N/A, example plan</i>
Address: <i>Not completed, example plan</i>	NHS Number: <i>N/A, example plan</i>
Early years setting, school, FE College or placement: Midsomer school	ICS Number: <i>N/A, example plan</i>

Service or Activity	When and how often	Funding Agency	Cost	Comments
Midsomer School	Monday to Friday, term time	Education		
Educational Psychologist	Once termly	Education		
Paediatrician	Annually	Health		
Special Advisory Teacher (ASD)	Details to follow	Education		
SALT	Details to follow	Education		

Relevant reports or assessments	Who wrote the report or assessment	When it was written
EP report	Clare weeks EP	January 2013
Speech and language report	Jim Walters	November 2012
Paediatrician's report	Mr Jones	September 2012
School report including targets and incidents log	Hana Suarez	July 2013
Other relevant information	Who provided the information	When it was written

We will make sure that these reports are attached as an appendices to the back of this plan.

Summary of your needs (what you need from Education, Health or Social Care)

A summary of your needs

Communicating – Self expression and understanding, both spoken and visual language.

Physical health – sleep, eating and constipation are all issues for Annie and directly linked to her emotional state. She needs regular and positive ways to use physical energy i.e. swimming.

Managing emotions – Annie has difficulties in this area and needs constant support to understand the world around her. She can become very upset and has started to hurt herself which is a concern to her family and others.

Social interaction and making friends – linked to all of the above.

Meeting Educational targets – Annie is not currently meeting targets in most areas.

The support that you need to succeed and achieve

People who know me and care about me and can be with me to support me to manage my emotions and self esteem in a variety of settings, including school.

A planned and supportive programme of activities at home and school that reflects my needs and aspirations and helps me to meet my targets.

Part 3 –Agreeing Outcomes and what needs to happen

My Outcomes (the things that are important to Me)

1	Managing my emotions so that I can make the most of my days at school and outside of school, make good friendships and feel safe and successful
2	Feel safe and supported in varied settings so that I can achieve my targets, learn new skills and feel successful
3	Enjoying doing physical activities that make me feel good about myself and keep me healthy and strong so that I sleep well.
4	Expressing myself and understanding others so that I can have meaningful relationships with my family and friends and other people in my life.
5	Developing my literacy and numeracy skills so that I can access the curriculum and achieve my potential

Your Outcomes might be about Staying Healthy, Making New Friends, Going Out and About, Independent Living or Learning New Things. They could be about other things that are important to you.

Outcome	
1	Managing my emotions so that I can make the most of my days at school and outside of school, make good friendships and feel safe and successful
What it looks like to me: I'll be with people who really like being with me, know me well and know how to help me feel calm and relaxed, especially when I'm upset.	
How I'll know when I've achieved it/what it will feel like: I'll feel calm and relaxed as often as possible, be able to do the activities I like and not have so many storms.	

The plan for the next 12 months

What needs to happen	How and when it will happen	Specific resources required	Funding source
Annie's parents and her school need to agree a consistent programme to manage her behaviour at home and school. As part of this programme Annie will be given: <ul style="list-style-type: none"> Daily opportunities to see what appropriate behaviour looks like Praise and reinforcement when she behaves appropriately Assurance that people will not be angry with her A calm environment where adults behave in a measured way following any disruption Opportunities at school and home to do the things that she likes	This will be a daily programme delivered at home and school		
	The school will make sure all adults that work with Annie are familiar with the programme		
	There will be specific support for Annie at playtime to model appropriate behaviour	30 minute TA support per day at playtime in school	Education (via normal delegated SEN budget to schools)
	Annie's parents will arrange for her to go to swimming club 3 times per week	Care worker to take her to swimming lessons	Social care (via direct payments to Annie's parents)
	The school and Annie's parents will meet termly to review the programme with the support of the ASD advisory teacher	Termly input from the ASD advisory teacher	Education

	Outcome		
2	Feeling safe and supported in varied settings so that I can achieve my targets, learn new skills and feel successful		
What it looks like to me: I'll be doing the things I love, like swimming and trying new things to see if I like them. I'll have the right support to make sure that I'm safe and happy. I'll visit animals regularly and spend time with them. I'll have new targets to work to, especially in swimming.			
How I'll know when I've achieved it/what it will feel like: My picture timetable will be full of interesting things. I'll be doing well in swimming, with the older group and getting new medals and certificates.			
What needs to happen	How and when it will happen	Specific resources required	Funding source

		Outcome	
3	Enjoying doing physical activities that make me feel good about myself and keep me healthy and strong so that I sleep well.		
What it looks like to me: I'll be doing the things I love, like swimming, and trying new activities to see if I like them. I'll have the right support to make sure that I'm safe and happy. The activities will be physical ones, because I like feeling strong and using my muscles.			
How I'll know when I've achieved it/what it will feel like: I'll feel good because my body will feel strong and I'll be getting new certificates and medals and sleeping well.			
What needs to happen	How and when it will happen	Specific resources required	Funding source

	Outcome				
4	Expressing myself and understanding others so that I can have meaningful relationships with my family and friends and other people in my life.				
What it looks like to me: Feeling good spending time and chatting with my family and friends. Really feeling like I'm part of the conversation and sharing ideas.					
How I'll know when I've achieved it/what it will feel like: I'll be feeling happy and not left out.					
What needs to happen		How and when it will happen		Specific resources required	Funding source

	Outcome		
5	Developing my literacy and numeracy skills so I can access the curriculum and achieve my potential		
What it looks like to me: I will be able to read my favourite books and do my school work without feeling anxious.			
How I'll know when I've achieved it/what it will feel like: I'll feel calm and relaxed and be able to do complete my school work and not have so many storms.			
What needs to happen	How and when it will happen	Specific resources required	Funding source

The date these outcomes were agreed at an Education, Health and Care Plan meeting:
13th May 2013

Who was at the Education, Health and Care Plan Meeting?
(Annie chose not to attend the meeting)

Name	Role	Contact details
Mr and Mrs Drover	Annie's parents	<i>Not completed as example</i>
Hana Suarez	Class teacher	"
Clare Weeks	EP	"
Suri Watkins	SENCO and Facilitator	"
Jim Walters	SALT	"
Janet James	Advisory Teacher for ASD	"
Jack McDonald	SEN Officer	"

Who couldn't come to the meeting?

Name	Role	Contact details
Mr Jones	Consultant Paediatrician	

Who will be responsible for making sure that this plan is kept up to date and reviewed as agreed above?

Name: Jack McDonald

Agency: SEN

Contact details: as above

This plan will be reviewed annually. Each service will be responsible for reviewing their specific plans.

The type of educational placement you will attend:

Mainstream

The name and address of the school, college or early years setting that you will attend:

Midsomer school, (address)

The date this Education, Health and Care Plan was finalised: **30 August 2013**

This Plan has been agreed on behalf of Hertfordshire by the following people:

Name	Role	Signature	Date