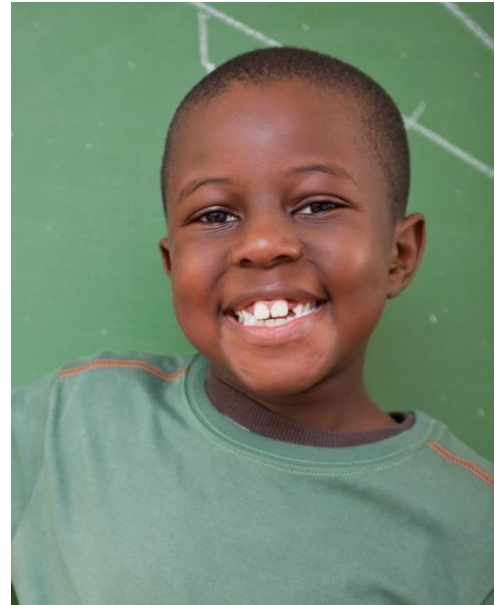


Education, Health and Care Plan for Bandeke Odili



Address	42 York Street, Twickenham, TW1 3BZ
Contact Number	020 8891 7541 / 020 8891 7591
Date of birth	03/05/2009
Setting/school/college	George Tancred Centre (St James's Catholic Primary School)

Gender	Male	Ethnicity	Black British
Religion	Catholic	Language	English

Is this child/young person looked after?	No
Full Care Order, Interim Care Order or Section 20	No
Does this child/young person have a Child Protection Plan?	No
Name of social worker	N/A
Social worker contact details	N/A
Lead Professional	Juliet Greenway

Name of parents/carers	Mrs. Jamilah Odili	Mr. Nelson Odili
Parental responsibility?	Yes	Yes
Addresses	42 York Street, Twickenham, TW1 3BZ	42 York Street, Twickenham, TW1 3BZ
Preferred contact	020 8891 7541	020 8891 7591
Other contact details	07789 175591	07788 917541

Document reference	Date
Final Plan	23 rd October 2015

Section A: The views, interests and aspirations of the child and their parents, or of the young person

This section should be completed by the child or the young person where appropriate.

If it was completed by the child's parent/carer, guardian or representative please indicate that this is the case by putting an 'X' in this box.

If the child or the young person has used a Wiki to describe their views interests and aspirations include a screen shot below.

Insert Section A – 'My views, interests and aspirations' here

Section B. Summary of Bandele's strengths and special educational needs (SEN):

Overview

Bandele is a lively and affectionate boy. He has a diagnosis of Autistic Spectrum Condition with associated social communication difficulties. He has delayed cognition and learning and delayed language skills. He is able to use Makaton to communicate, however he is very self-directed and prefers to engage on his own terms.

Cognition and learning

Strengths:

- Bandele is able to focus on his preferred self-chosen activities for extended periods of time.
- He is able to copy and imitate, and benefits from adult demonstration.
- He is able to attend to highly motivating structured activities, especially when they are multi-sensory.
- He responds well to 1-1 support and a work environment with minimal distraction.
- He can participate in tasks that are highly structured and predictable.
- He knows the alphabet sequence, and can identify letters by name, and some letters by sound.
- He can count confidently to 20 with 1-1 correspondence, and demonstrates an understanding of concepts like adding 1, or 2 more. He can recognise numbers up to 30.
- He can label basic shapes and colours and has good skills in matching.
- He enjoys music and knows many songs. He will join in group singing activities, is beginning to sing with others, and will do actions relevant to the song.

Barriers to learning:

- Bandele's attention remains single channelled; he finds it difficult to respond to his name, or things that are going on around him.
- He finds it difficult to participate in group learning activities
- He can be resistant to engage in adult led activities initially.
- He is often self-directed, and *'in a world of his own'*.
- He is not able to generalise skills that he uses at home to the school environment.
- He remains at the early stages of acquiring basic literacy skills.
- He finds it difficult to understand events in sequence, first, and next, and often focuses on the last activity presented.

Summary of special educational need:

- Attention and concentration difficulties
- Literacy delay

- Memory difficulties

Communication and interaction

Strengths:

- Bandele is able to use a range of single words and a few learned phrases to label and make choices. He is able to copy language models
- He is able to request when motivated by an activity
- He does ask to go to the toilet
- He is able to understand simple instructions in the context of familiar routines, and responds well to gesture.
- He can communicate non-verbally, by leading an adult to what he wants, smiling, crying, or by making a loud continuous low humming sound

Barriers to learning:

- Bandele is a reluctant communicator, and rarely uses language spontaneously unless it is to request a highly motivating activity
- His difficulties in engaging a shared focus of attention also impacts on his reciprocal communication
- He has significant difficulties in understanding language when out of the sequence of a routine or familiar activity.
- He understands the picture activities on the visual timetable, but does not understand the concept of time sequence.
- Bandele often becomes distressed, anxious and frustrated due to his difficulties in understanding

Summary of special educational need:

- Social communication difficulties
- Receptive language difficulties

Social, emotional and mental health

Strengths:

- Bandele interacts with adults within the Provision, and has built a trusting relationship with all the adults who support him.
- He shows an interest in other children, both within the Provision, and in Mainstream. He watches their play, and will attempt non-verbal interaction by joining in with physical games.
- He is able to express his emotion non-verbally, and can accept comfort and reassurance from an adult.
- He is able to express his needs verbally to immediate family members at home.

Barriers to learning:

- Bandele can become distressed when prevented from following his own agenda.

- He is fearful of new experiences and will try to turn away, or protest.
- He is unable to communicate what has made him feel upset; this is left to the interpretation of adults based on their observations.
- He can develop routines where he will refuse to sit, or walk on a certain surface.
- He can show distress if his clothes or shoes get wet.
- He is not able to express what he likes, or does not like at school.
- He is unable to verbalise if he is unwell.

Summary of special educational need:

- Anxieties and difficulties in communicating these
- Sticking to routines comforts him

Sensory and/or physical**Strengths:**

- Bandele is physically able and enjoys running, jumping and climbing.
- He has good fine motor skills and his ability to co-ordinate movements for handwriting has improved.
- He has some sensory seeking behaviours and responds well to sensory activities to help him to regulate his attention, and emotion.

Barriers to learning:

- His pencil pressure is weak.
- He can become distressed by loud noises.
- His sensory seeking activity can also distract him, as he can perseverate on these behaviours, for example making a noise, singing a part of a song repeatedly, or running away.
- He has limited sense of danger, and cannot anticipate the consequences of what might happen. He requires constant supervision.
- He seeks out warmth and will often sit in front of a hot radiator.
- He has disturbed sleep patterns, and will often wake in the night for several hours. This inevitably impacts on him the following day.
- He has very sensitive skin, and skin irritations also impact on his ability to focus.

Summary of special educational need:

- Fine motor difficulties
- Sensory processing difficulties
- Poor sleep
- Limited sense of danger

Preparing for Adulthood (Young People aged 14+ only):**Strengths:**

-

Barriers to learning:

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Bandele's support plan

Each identified special educational need in Section B requires a provision necessary to achieve the outcome.

Section E. Outcomes (by the end of Key Stage, or other to specify)	Section F. SEN provision
<p>By the end of the current key stage to establish strategies that support Bandele's ability to engage his attention to learning tasks for up to 15 minutes on a desired activity.</p>	<p>To be provided by teachers with specialist knowledge of ASD and teaching assistants under the guidance of teachers and SENCO.</p> <ul style="list-style-type: none"> • Bandele requires adult demonstration. • Bandele requires highly motivating structured, predictable activities, which are multi-sensory. • Bandele requires adult support and a work environment with minimal distraction. • Bandele requires a consistent TEACCH approach or similar evidence based approach to supporting children with ASD to work independently. • Bandele requires access to sensory activities. • Relevant multi professional investigations- hearing, attention, developmental check. • Bandele requires access to staff that have specialist knowledge of ASD and experience working with children with ASD.
<p>To develop understanding of sequencing and time frames, such as now and next and before and after, by the end of the current key stage.</p>	<p>To be provided by teaching assistants under the guidance of teachers and SENCO.</p> <ul style="list-style-type: none"> • Bandele requires a visual timetable • Introduction of a "surprise" element on the visual timetable to support with the concept of change in expectations. Perhaps include a "surprise box" which may include either a learning activity or a play activity to be completed one-to-one with Bandele. Encourage

	<p>the positive response to surprising activities and name the emotion as “surprise”.</p> <ul style="list-style-type: none"> • Bandele requires a “now and next” board with one-to-one adult support in order to understand the concepts of now and next • Bandele requires daily opportunities to engage in sequencing activities such as ordering simple picture sequences of two or more pictures showing before and after – for example, a picture of ingredients followed by a picture of a cake. These activities need to be motivating for Bandele by being relevant to his interests.
<p>Bandele will be able to read short, single words by the end of the key stage.</p>	<p>To be provided by teaching assistants under the guidance of teachers and SENCO.</p> <ul style="list-style-type: none"> • Build a sight vocabulary using pictures and symbols to support Matching tasks • Cloze procedure, filling in the gaps • Continued use of a multi-sensory phonics programme • Flashcards for reading whole words • Use of a bank of words
<p>By the end of the key stage Bandele will be able to count and recognise numbers up to 50.</p>	<p>To be provided by teaching assistants under the guidance of teachers and SENCO.</p> <ul style="list-style-type: none"> • Count by rote, recognise and sequence to 50- Learning the 10s • Practical and game-like numeracy activities • Multi-sensory numeracy programme which involves understanding the sound, number value, and digit of the numbers. • Matching games to match numbers to a number sequence and letters to the alphabet and sorting games whereby Bandele selects a card with a digit or letter and posts this into the correct “post-box” for letters or numbers (pictures on the boxes to indicate which is for which).
<p>By the end of the key stage Bandele will be</p>	<p>To be provided by teaching assistants under the guidance of teachers and SENCO.</p>

<p>able to increase his spontaneous verbal requests as demonstrated by:</p> <ul style="list-style-type: none"> • Saying “hello my name is Bandele, I am 6 years old” when he meets new children; • Communicating verbally when unwell at school; • Making a request for a preferred object. 	<ul style="list-style-type: none"> • Make verbal requests in highly motivating activities with adults and children. • Adults to encourage verbal communication from Bandele at the end of a tantrum by prompting with “Bandele don’t like...?” <p>To be provided by School staff under guidance from SALT</p> <ul style="list-style-type: none"> • Introduction of the formal PECS procedure • A speech and Language Programme devised by a speech and language therapist, for up to 30 minutes a session per week. • The speech and language therapist to assist and monitor the delivery of the therapy sessions on a weekly basis. • To provide training to the school staff • To provide training and support to teaching staff using Makaton.
<p>By the end of the key stage Bandele will improve understanding of social boundaries as demonstrated by:</p> <ul style="list-style-type: none"> • Understanding of stranger danger; • Understanding of personal space. 	<p>To be provided by the teaching assistant under guidance from the SALT and SENCo.</p> <ul style="list-style-type: none"> • Bandele will the use of visual cues to work through simple activities, related • Use of pictures and photos, Makaton, modelling. • Use of physical activities and games to illustrate concepts.
<p>By the end of the key stage Bandele will increase his pencil pressure.</p>	<p>To be provided by teaching assistants under the guidance of teachers and Occupational Therapist.</p> <ul style="list-style-type: none"> • Bandele will have mark making and handwriting programme to follow on a daily basis <ul style="list-style-type: none"> - An occupational therapist will devise a mark making and handwriting programme and will review on a termly basis.

	<ul style="list-style-type: none"> • Bandele’s teaching staff will be trained and advised regularly on her handwriting programme and how to grade it effectively. • Bandele will participate in a fine and gross motor skill programme <ul style="list-style-type: none"> - An occupational therapist will devise a gross and motor skills programme and will review on a termly basis. • Bandele’s teaching staff to be trained in how to deliver fine and gross motor skill programme
<p>By the end of the key stage Bandele will raise his tolerance of sensory needs e.g. wetness.</p>	<ul style="list-style-type: none"> • Bandele must have a sensory diet with a variety of sensory based strategies embedded throughout his daily school routine. • Bandele must have sensory strategies incorporated in to all areas of the curriculum. • Bandele’s teaching staff to be trained in how to deliver sensory diet • Bandele will receive 12 sessions of Occupational Therapy for up to 25 minutes, per term, for at least 3 terms. <ul style="list-style-type: none"> - Devising and setting out a sensory diet - Training teaching staff in sensory strategies

Section C. Health needs	Section G. Health provision
<p>Bandele has disturbed sleep patterns, and will often wake in the night for several hours. This inevitably impacts on him the following day.</p>	<p>Access to sleep clinic</p> <p>Implement behavioural and environmental strategies aiming to decrease Bandele’s waking in the night and improve his ability to return to sleep.</p> <p>School staff need awareness that Bandele’s attention and engagement is affected by the quality of his sleep.</p>

Bandeles has very sensitive skin and skin irritations impact on his ability to focus.	School staff need awareness that Bandele’s attention and engagement is affected by his skin irritation, and to be aware of any known causes to this irritation to help avoid these stimuli.

Section D. Care needs	Section H1. Care provision
None	None
None	None
	Section H2. Care provision
None	None

None	None

Total LSA or Teaching Assistant Hours If in a mainstream setting	N/A
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Section I. Placement and type of provision	George Tancred Centre (St James's Catholic Primary School)
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Section J. Personal Budget - Including arrangements for Direct Payments

This section provides information on any Personal Budget that will be used to secure provision in the EHC Plan and to meet the outcomes detailed in the plan

Has the family made a request for a Personal Budget?

~~Yes~~/No:

Provision and outcomes	Provider	Type	Annual Amount

Total personal budget	N/A
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The amount of personal budget to be taken as a direct payment is:	N/A
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To be read alongside the Direct Payment Contract Agreement.

Section K. Appendices – advice and information gathered during the production of this plan:

Source	Evidence
Stef McKinnon, Class teacher	Sections B – K of Plan
Mrs. Juliana Ross, SENCO	Sections B – K of Plan
Dr David Crane, Educational Psychologist	Contribution to Sections E-K of EHC plan
Dr Sanda Hilton, Occupational Therapist	Contribution to Sections E-K of EHC plan
Sarah Dumbledory, Speech and Language Therapist	Contribution to Sections E-K of EHC plan
Mr Nelson Odili and Mrs. Jamilah Odili	Section A

Arrangements for review

Progress towards outcomes will be reviewed on an annual or six monthly basis at the Review meeting which the school will organise.

Progress towards shorter-term targets will be assessed by the school on a termly basis.

Next key transition points

Primary to secondary school

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Date of draft plan	
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Date of final plan	23 rd October 2015
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Final plan signed on behalf of AfC by	Anna Chiva Head of Service Special Educational Needs
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