



Example Education, Health and Care Plan for Lucy.

Lucy is 16 and in Year 11 at her local comprehensive school. This plan was written in April at the start of the summer term, Year 11 as she prepares to start sixth form.





Section A

Lucy's views, interests and aspirations

(What really matters to Lucy)

Note: Lucy doesn't use many words, so this section is written in the third person. It is based on what Lucy can tell us, what we notice and on what her friends and family say. It was completed by Lucy's Mum, Mary and Lucy's best friend Farhana

Lucy is the adopted daughter of Mary and Alex, although they are no longer together, and Alex lives 100 miles away with his new partner. Lucy lives with Mary and her brother James who is 20. She also has a team of personal assistants who support her, both at home when Mary is away for work, and to do the things that she loves.

Lucy is a typical teenager and loves being with her friends, going to the cinema, out for pizza, bowling and having her friends round to her house. She enjoys swimming and has recently started open water swimming with Mary. She has a talent for music and plays the piano – she's just got her Grade 3 with distinction. She has a great sense of humour and a really infectious giggle that can set a whole room off laughing. Even though she doesn't use many words, Lucy is really clear about what she likes and doesn't like, and she makes sure that you understand it!

Lucy loves to dance and goes to two different dance classes each week. These are really important to her. She is a member of her local Guides group and goes there every Friday evening. They meet in local church hall two streets away, so she usually goes on her own (personal assistants are available as back if necessary). She enjoys Guide camp with her personal assistants and needs to know that this will happen every summer.

Lucy has a good relationship with her brother James and sees him when he is home from Uni. He is also a musician, and she sometimes lets him play his Sax while she plays the piano. We think Lucy would enjoy visiting James at Uni and this would be a great way of helping her see what Uni life is all about. She loves to visit her Dad (he lives 100 miles away) and it's really important to Lucy that she knows this will happen every school holiday and half term for two nights. She stays in a 'holiday house' (serviced apartment) with two personal assistants and visits her Dad during the day. She is clear that she doesn't want to stay in his house.

Lucy seems to be happy about moving up into the sixth form although she is not sure about there being no uniform – she loves her school uniform! She also wants to keep doing Maths and English as these are her favourite subjects.

Farhana says,



'I think that we need to make sure that Lucy can keep doing the subjects that she loves and help her think about what she might want to do after school. We all think that it will be something to do with music, but she is also good at everything techy. I think she needs the chance to have more work experience as well – trying out lots of different jobs. She's so good at music that we think that she might want to do music tech at university.'

Mary says,



'Lucy has a strong personality, and an exuberance and enthusiasm about life in general. She has energy, has a good sense of humour, and is fun. She has a mischievous spark about her, and a confidence to enjoy life to the full without concern about others' opinions of her. She is a good judge of character; she knows her own mind and has determination and a strong sense of purpose. She is observant and alert, she notices things

which often bypass others and is always much more aware of conversations and discussions around her than people realise. Her memory and intuition are impressive, and she constantly surprises those who work with her with what she knows and understands, with her musical talent and ability and her knowledge of technology. Her ability to negotiate is outstanding.'

Lucy's main passions are music, dance, and visual media. She is a talented musician and composer. She knows her way round her iMac, and she uses her iPad, iPhone and iMac to make videos and take photos. Her personal technology is vital to her. She also has a collection of Barbies and other dolls in her bedroom, and these are of special significance for her. Trips out and travel are important to her, she enjoys eating out and goes to cafes and restaurants on a regular basis, both with family and friends. Parties and celebrations are always key events for her, which she enjoys. She especially enjoys the adventure of city travel in London using the Underground and rail journeys. She loves foreign travel to hot and sunny places, especially Greece where the family have friends.

Lucy loves school, and it is really important to her to feel a sense of belonging and to be fully included in the social life of school (even when she chooses to be on the 'edge' of an activity) including all the usual activities with her year group – proms, trips etc. She enjoys female company, and increasingly wants to spend time with other young people and her personal assistants, rather than her family.

Mary says,



'My dream for her would be to continue to pursue her musical talent and interest in dance and arts educationally, perhaps within the context of a music technology qualification with dance or an arts foundation course. In the long term, I would like Lucy to be able to find paid employment doing something she loves. I have huge aspirations for Lucy and want her to have a fantastic life where she uses the real skills, gifts

and talents that she has to great effect, and has strong friendships and an active social life.'

Section B

Special educational needs (and strengths)

(Important for Lucy in relation to her education)

Lucy attended a special school from the age of four until she was ten, when Mary and Alex requested that she move to join her local mainstream primary school.

She quickly made really good progress in her literacy and numeracy and is now working at Entry Level 2 in English and Level one in Maths. She is able to read a good range of words by sight and has strategies to decode new words – this is demonstrated by her ability to find a huge range of things on Google. She has good functional writing that is clear and easy to read, although she types better than she writes (she is left-handed) and her writing is often slightly large with irregular letters. She has good basic understanding of maths processes and can use these in some practical situations, e.g., her drama teacher often asks her to divide the room into groups and she does it quickly and efficiently. She can tell the time and has a good understanding of the calendar, but not of how time works, e.g., she struggles to be on time to catch a bus, even though she knows what time it leaves. She is not able to apply her mathematical understanding to managing money or timetabling travel. Lucy needs to continue to have focused input to support her maths and English to give her the best opportunity of getting graded at GCSE over the next few years.

Lucy requires support to access most aspects of the curriculum, and this needs mainly to be from dedicated learning support assistants, working with subject teachers. In music and food tech lessons she copes well with low level adult support and small group work with peers, however, she always needs an adult coordinating her work and ensuring her progress is recorded.

Lucy continues to make excellent progress in music and has just passed her Grade 3 piano with distinction. She has perfect pitch. She has started to compose her own music using Garage Band on her MacBook with very little support, and her music teacher thinks that she has a genuine talent and could access a higher education course in the future with the right expert teaching and support. He is clear that Lucy will not be able to complete the written elements required of a music tech A-Level but that she needs to continue her music education including some specific specialist music tech input to support her composing. She will need support to record what she is able to do using a portfolio approach, e.g., videos, audio recordings and photos of her work.

Lucy needs an individual study programme that has a core of functional maths and English, a focus on music and music technology alongside other subjects that she enjoys and is good at: textiles, dance, drama and food tech. It would benefit Lucy to work across years 10 – 13 so that she can access some GCSE classes where appropriate. She will require learning to be expertly differentiated.

Lucy finds it hard to understand what something looks or feels like without experiencing it, so finds it hard to think about having a job or going to university. Lucy loves school and we think that she finds it hard to know what life might look like after school. Her brother James is at university, and she talks about him being at 'school sleeping'. It would be useful for her to have the chance to spend time with James at University so she can experience what life is like. She needs to have lots of different opportunities for work experience when she moves into the sixth form.

Lucy loves living with her family. Her attachment issues mean that it can be hard for her to think about a future that doesn't include her living with Mary. She is starting to want more independence and would like to get the bus on her own to school. She needs support to make this happen.

Lucy has her own bank account and is able to draw money from an ATM and use her card to pay for things, but she has little understanding of the value of money. Lucy needs some focused support to help her learn practical skills around covering amounts.

Being autistic and associated anxiety means that she needs clear routines and structures and finds it really hard when things change at school. She can mask at school as she wants to fit in, and when she does this, she will then often

have meltdowns at home. She sometimes experiences sensory overload, and this might mean that she hurts herself – hitting her face with her hands or phone or banging her head on the wall or desk/table. She currently doesn't have coping strategies for when she is overwhelmed.

Lucy doesn't use many words and her spoken language is very transactional and at a 2–3-word level; 'dinner now', 'no bath,' 'Mum's car shops', 'Dad's house Monday'. She needs adults who really understand her communication to support her in the classroom. We know that she understands more than she can express, and she uses body language, physical cues and background conversations to help her make sense of what is going on, e.g., she heard her textiles teacher talking on the phone as she was planning a trip for the class and came home and told Mary, 'textiles trip October', even though the class had not been told about the trip. Lucy takes time to process information and does this more effectively when things are written down. Lucy needs a written schedule both at school and at home.

Lucy's friends are hugely important to her, and she has a formal circle of six friends at school, three of whom she also sees occasionally outside school. She calls her friends, 'Lucy's girls'. Her circle of friends needs to be supported at school.



Section C

Lucy's health needs

(Important for Lucy in relation to her health and wellbeing)

Lucy was taken into care when she was six and a half, living initially in a residential short break service. She went to live with Foster Carers Mary and Alex when she was seven years old, and three years later when she was ten, they adopted her. In terms of her experiences before she was taken into care, there is a likelihood that Lucy witnessed and/or has been subjected to behaviour from adults which is likely to have caused trauma. She also has issues with attachment, and a very close bond with Mary.

Lucy was diagnosed as autistic when she was three and as having learning disabilities. She also has a diagnosis of anxiety disorder. She finds it really hard to deal with situations changing and needs a clear and visual plan for how her day will work. She also finds demands very difficult and needs to be supported by adults that understand not to make direct demands

Lucy doesn't use many words and doesn't have language around emotions, so it is hard for her to explain how she is feeling. She regularly uses self-harm,

hitting herself in the face with her hand or phone or banging her head against the wall or desk/table. It is still not clear how much of this is related to sensory overload and how much is related to trauma. She is currently prescribed Risperidone that she takes each day and also has both Risperidone and lorazepam that she can take as PRN. There is a support plan and PRN protocol that everyone who supports Lucy needs to be familiar with, but current strategies are not working so well and this needs to be reviewed. She needs both a full sensory assessment and a multidisciplinary approach to updating her support plan.

Note: Risperidone can affect prolactin levels, and Lucy's levels are high. This means that her menstrual cycle is very irregular, and she might go several months between periods. She experiences significant pre-menstrual syndrome, and it has been noted that episodes of self-harm are often more frequent in the week before her period.

Lucy has put on a significant amount of weight over the last six months, and this is starting to affect her fitness. She doesn't really understand the concept of healthy and unhealthy food but is clear that she wants 'little tummy'.

Section D

Lucy's social care needs

(Important for Lucy in relation to her social and community life)

Lucy needs support to do all the ordinary things that any 16-year-old would do on their own.

Lucy has had support from a social care personal budget since she was eleven. This is taken as a Direct Payment which Mary manages and is used to employ a small team of young women personal assistants. The team support Lucy's friendships and enable her to take part in all the things she loves. Without the team, Lucy would need Mary to support everything she does socially. Support from her personal assistants needs to continue and to focus on making sure she gets to experience the same social life that any other 16 would enjoy.

Lucy needs some support with personal care at home – prompting to shower, brush her teeth and physical help to wash her hair. She needs help to choose weather appropriate clothes and doesn't notice things like her skirt being tucked into her pants! She uses a microwave to heat snacks up (she eats everything hot) and can make herself a cold drink. She needs support to make meals and she has no interest in taking part in anything to do with the household – cleaning, laundry etc. Support needs to continue, and to focus on exploring how to make household chores appealing to Lucy.

Lucy's friends are really important to her, and she wants to see more of her friends outside of school. Supporting and strengthening her friendships still needs quite a lot of support through Mary and her personal assistants, and this needs to continue.

Lucy wants to do more things without adult support, and she often says, 'just Lucy'. At the moment, she goes out for short walks on her own to the local shop where is known and she says that she wants to walk to the town on her own. It would be good to plan this in a way that she could meet friends when she gets there.

Lucy needs support to keep in contact with Alex, her adoptive Dad who lives 100 miles away with his new partner. She does not stay at his house – her choice – and Mary books her and two of her personal assistants a serviced apartment for two nights every school holidays. This gives Lucy a safe space to stay in while she spends the day with her Dad. Personal assistants are available as back up if he needs them and also to support her personal care.

Section E

Outcomes for Lucy

(Set at the start of the summer term Year 11)

Employment and higher education

- From the start of Year 12, Lucy will have an individual study programme, working across Years 10 – 13, with a core of functional maths and English, a focus on music and music technology alongside other subjects that she enjoys and is good at: textiles, dance, drama and food tech
- By the end of Year 12, it will be clear what level of qualification she will be able to achieve in Maths and English
- By the end of Year 12, Lucy will have a portfolio of evidence of her musical abilities to support any application to higher education and/or to contribute to a school-based qualification
- Lucy will have a series of weekly taster work experience placements in different settings to help her understand the concept of work and explore where her skills and interests lie
- By Christmas, Lucy will have spent a long weekend with James at his university, supported by two personal assistants


Independence and inclusion

- By the end of Year 11, Lucy will be able to get the bus to and from school every day on her own, texting Mary to let her know that she is 'on the bus' and supported to get to and from the bus stop by school friends who also use the same route
- By the end of Year 11, Lucy will be able to walk into town on her own to meet a friend. She will then do this at least twice a month
- By the end of Year 12, Lucy will be able to make a planned shopping trip on her own. To include making a list of what she needs, knowing how much money it will cost, walking to and from the shop and buying the items

Friendships, relationships and community

- Lucy will take part in all sixth form social activities, including trips away, supported by her friends and by personal assistants where necessary and appropriate
- Lucy will meet one of her friends outside of school at least twice a month, supported by personal assistants when necessary and appropriate
- Lucy will see her Dad every school holidays, staying near his house for two nights and supported by two personal assistants
- Lucy will continue to be supported in school by her circle of friends. They will be part of all her review meetings

Good health

- By the end of Year 11, Lucy will have had a full sensory assessment and there will be strategies in place for everyone to support her sensory needs – at home and at school
 - By the end of Year 11, there will be a clear plan to support Lucy to reduce her anxiety and meet her sensory needs, both at home and in school. This will be developed with the support of the psychologist, Lucy's family and friends, and an autistic autism specialist
 - By Christmas (Year 12), there will be a clearer understanding of how traumatic events from Lucy's past are affecting her and trauma informed strategies in place
 - By the end of Year 11, Lucy will be able to identify the difference between 'healthy' and 'not healthy' foods
 - Lucy will choose 'healthy options' for lunch 3 out of 5 days a week
 - Lucy will go swimming with a friend once a week, supported by a personal assistant
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Section F

Special educational provision

Employment and higher education

- Lucy will continue to have dedicated learning support assistants for 32 hours per week, always working to the subject teacher
- The school SENCO will design an individual study programme with Mary and Lucy's circle of friends. This will include 1-1 support for maths and English for 4 hours a week and access to music, textiles, dance, drama and food tech curriculum across Years 10 - 13
- Lucy will have 1-1 teaching from a music technology specialist 2 x 1 hour per week to enable her to develop a portfolio of evidence of her musical abilities to include her composition
- The school SENCO will work with local employers to set up a series of weekly taster work experience placements in different settings to help her understand the concept of work and explore where her skills and interests lie

Independence and inclusion

- The SENCO and Lucy's learning support assistants will work with Mary and Lucy's personal assistant team to break down the steps needed to enable Lucy to learn to get the bus to college on her own and to make a plan for this to happen during the summer term (Year 11)
- The SENCO and One of Lucy's learning support assistants will coordinate a plan to break down the steps needed for Lucy to be able to make a planned shopping trip on her own. This will include making a list of what she needs, knowing how much money it will cost, walking to and from the shop and buying the items

Friendships, relationships and community

- One of Lucy's learning support assistants alongside her circle of friends and her personal assistant team will make sure that the right support is in place to enable Lucy to take part in all sixth form social activities, including trips away
- The SENCO will continue to support Lucy's circle of friends and make sure they are part of all review meetings

Good health

- A learning support assistant (overseen by a subject specialist) will work with Lucy for 2 x 1 hour per week during the summer term (Year 11) to do a piece of work on healthy eating to enable Lucy to be able to identify the difference between 'healthy' and 'not healthy' foods
- A learning support assistant will work with Lucy at during form time each Monday morning to look at the lunch menu for the week and help her identify healthy choices for 3 out of 5 lunches

Section G

Health provision

- The Occupational Therapist will carry out or commission a full sensory assessment and share a range of strategies to enable everyone – at home and at school – to support Lucy’s sensory needs
- The psychologist will lead work to assess Lucy’s autism related anxiety. Specialist trauma assessment and support will be commissioned and alongside Lucy’s family and friends a clear plan will be developed to make sure that Lucy is supported at home and at school in ways that minimise her anxiety and reduce the impact of her trauma

Section H

Social Care provision

Lucy will continue to have a named social worker who will oversee her social care personal budget of £579 per week to support her independence, inclusion, employment, friendships and good health and wellbeing outside of school. The social worker will start the process of a Care Act Assessment to ensure the move from Children’s to Adult Services is a smooth process for Lucy and her family

Employment and higher education

- Mary and Lucy’s personal assistant team will set up and support a long weekend with James at his university

Independence and inclusion

- Mary and Lucy’s personal assistant team will plan how best to support Lucy to learn the skills to walk into town on her own to meet a friend

Friendships, relationships and community

- Mary and Lucy’s personal assistant team will support Lucy to meet one of her friends outside of school at least twice a month
- Mary and Lucy’s personal assistant team will make arrangements for Lucy to see her Dad every school holidays, staying near his house for two nights

Good health

- Mary and Lucy’s personal assistant team will organise for her to go swimming with a friend once a week, supported by a personal assistant
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Section I

Provision

Lucy will continue to attend her current secondary school and will move into the sixth form provision at the start of Year 12.

Section J

Personal budget

Lucy will continue to receive a social care personal budget of £579 per week, taken as a Direct Payment and managed by Mary. This is to support her independence, inclusion, employment, friendships and good health outside of school. The Direct Payment will be subject to yearly reviews



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