



The Education, Health and Care Plan – guide for parents

EDUCATION, HEALTH AND CARE PLANS

Education, Health and Care plans are replacing Learning Difficulty Assessments and Statements.



Education Health and Care plans are a lot more focused on the individual person and will help young people get the support they need to achieve their goals.



You won't get a plan unless you have significant support needs.



For more info talk to one of the impartial information, advice and support services. To find your local service visit www.councilfordisabledchildren.org.uk. Talk to your family, teachers, tutors and support workers. Get in touch with your local authority. You can find their contact information on the GOV.UK website.

Introduction: Education, Health and Care Needs Assessments and Plans – a parent’s guide.

Welcome to this information and support guide. We hope you find this guide useful in giving you information about the arrangements made by Lewisham’s Local Authority Special Educational Needs (SEN) Service for children and young people who are undergoing, or may go under the Education Health and Care needs assessment (EHC needs assessment) process to determine whether your child or young person will be given an Education, Health and Care plan (EHC plan)

You can find out more information about the EHC needs assessment and plans on Lewisham Local Offer, www.lewishamlocaloffer.org.uk. The Local Offer aims to set out in one place - clear, relevant and up-to-date information, advice and support. This support covers education, health & social care for children and young people aged 0-25 within the borough of Lewisham with a Special Educational Need and/or disability.

If the guide is not able to answer your questions and you want to know more about the process or want support through the process you contact **Lewisham’s Special Educational Needs & Disability Advice Information Service**, by e-mail on

Lewisham@kids.org.uk or telephone 0203 319 2163.

Alternative sources of guidance:

The government has produced statutory guidance “Special Educational Needs and Disability code of practice: 0-25 years” that local authorities and other relevant organisations are required to follow when conducting EHC Needs assessments and planning. It is available to download at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A parent-friendly version of this guide is also available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Further information is available on the Lewisham Local Offer website:

<http://www.lewishamlocaloffer.org.uk/#/>

What is an Education, Health and Care (EHC) plan ?

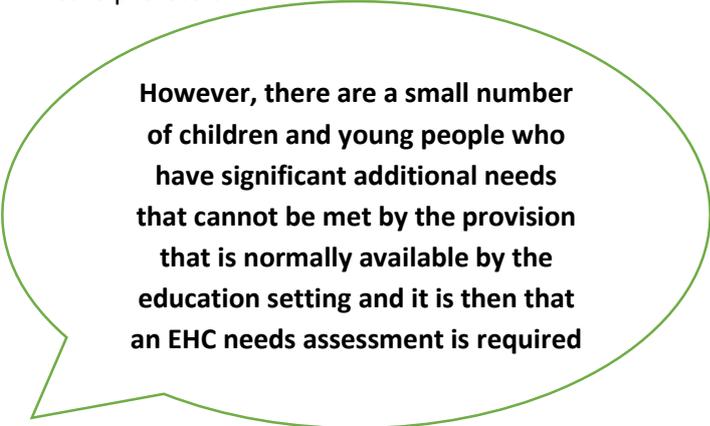
The Children and Families Act 2014 replaced Statements of Special Educational Needs (SSEN) and Learning Difficulty Assessments (LDA) with an Education, Health and Care plan (EHC plan) The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The EHC plan is designed to co-ordinate the support for children and young people from 0-25 years in a way that focuses on desired outcomes (short term and long term) including, as they get older, preparation for adulthood. The thresholds for assessments remain the same as under the previous legislation, but the Code of Practice has clear expectations towards quality teaching and SEND Support in schools.

Most children and young people's special educational needs will be met by the help available through their education setting and the community. Every school in the borough **must** produce and publish additional SEND information on their website that sets out the support available for children at that school. You can find the SEN services and support available within Lewisham's education settings on Lewisham's Local Offer, www.lewishamlocaloffer.org.uk.

To support children with special educational needs, all schools **must** have a designated qualified teacher that is responsible for co-ordinating SEND provision. This teacher is called the **SENCO** (Special Educational Needs Co-ordinator). It is normally best to discuss your concerns with the SENCO at your child's education setting in the first instance. If the

child is too young to attend school then concerns should be discussed with a health care professional.



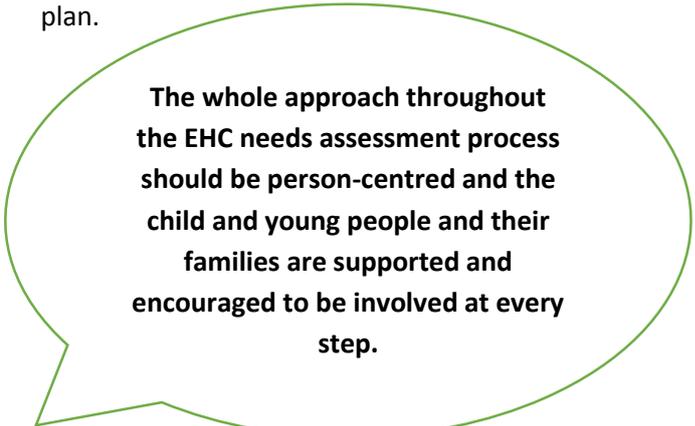
However, there are a small number of children and young people who have significant additional needs that cannot be met by the provision that is normally available by the education setting and it is then that an EHC needs assessment is required

What is an EHC needs assessment?

An EHC needs assessment may be necessary in order for special educational provision to be made for a child or young person in accordance with their EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the early years providers, schools or post 16 institutions local offer.

If the decision is to conduct an EHC needs assessment, an allocated EHC coordinator will undertake the assessment in line with the special educational needs and disabilities code of practice.

An EHC needs assessment will determine whether an EHC plan should be issued. The information gathered through this assessment process may indicate ways in which the early years provider, school or post 16 institutions can meet your child needs without an EHC plan.



The whole approach throughout the EHC needs assessment process should be person-centred and the child and young people and their families are supported and encouraged to be involved at every step.

The EHC needs assessment process should start with your child and as your local authority we will have regard to the views, wishes and feelings of you and your child. We need to know your child's aspirations, the outcomes you wish to seek and what support is required to meet your child identified special educational needs in order to achieve these. The process should enable children, young people and parents to have more control over decisions about how their needs are met and how they wish to be supported.

Your child will be asked to complete a 'MyWorld' document, this is a personal profile to help them and their family to get their views across. If your child's age and understanding level means a different approach to communicating their needs is required, this will be fully supported. The whole principle is based on "tell us once" which means you should not have to keep repeating your child or young person's needs and wants. The 'MyWorld' will capture your child's or young person's needs, strengths, and views on support required and their aspirations. An example of MyWorld can be found at Appendix 3 of this guide.

Who will we consider for an EHC needs assessment?

Children and young people:

- who are aged between 0–25 years
- who live in the borough
- who meet the criteria for a Statutory Assessment of SEN as defined by the 1996 Education Act
- who's identified needs cannot be met through the Local Offer and the education setting

The Team Around The Child Meeting:

If a professional believes that an EHC needs assessment is necessary, then a Team Around The Child (TAC) meeting must be arranged by your child's educational setting. The TAC meeting is an information sharing meeting that brings together the child, the parents and relevant professionals in a supportive environment. You and your child (taking into account age and understanding) will be fully involved and central to decision-making. In this meeting the focus will be on identifying and reviewing how support can be given to your child and arranging any additional referrals if required, for example, for health, education or care needs.

Requesting an EHC Needs Assessment:

An education or health care professional can request the Local Authority for an EHC needs assessment, but **must** have obtained parental consent before putting forward the request. Parents and young people (over 16 years) can also request an EHC needs assessment by writing to the Lewisham's SEND Service.

The child or young person's education provider will be requested to evidence how the child's or young person's identified special educational needs have been met by the education setting so far so far, e.g. the LA will ask for evidence for the '**graduated response**' of '**assess, plan, do, review**' being exhausted before an EHC Needs assessment is considered.

When it has been agreed that it is necessary to submit a request for an EHC needs assessment Lewisham's SEN Service is responsible for co-ordinating the assessment request and a multi-agency panel will carefully consider the request and all evidence presented. If the panel members are of the view that the child's identified SEN can no longer be met by the schools' graduated response and the Local Offer, Lewisham Local Authority will carry out the EHC needs assessment. The Local Authority **must** inform everyone involved of their decision within **six weeks** of receiving a request for an EHC Assessment.

Lewisham's SEND team can be contacted here:

Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF
Tel: 020 3049 1475 (duty number)

Email: sen@lewisham.gov.uk

What happens if the Local Authority decides an EHC Needs Assessment is not needed?

If Lewisham's SEN Panel decides that an assessment is not needed, they **will** write to you as the child's parent, or directly to a young person over 16, as well as the education setting to explain their decision and their reasons for making this decision. This should include feedback about the information available at the point of decision making.

The Local Authority **must** also give you details about:

- your right to appeal against the decision to the Special Educational Needs and Disability Tribunal (SENDIST).
- The disagreement resolution arrangements available, including mediation services.

What happens if the Local Authority decides that an EHC Needs Assessment is needed?

If it is decided that an EHC needs assessment is needed, your child or young person will have an allocated Senior SEN Case Officer who is linked to their education setting who will co-ordinate the assessment. If your young child or young person is not in any education setting, the colleagues at the SEN duty desk will advise you of who the allocated Senior SEN Case Officer is - all parents (or the young person if over 16 years) will be allocated an SEN Caseworker.

The Senior SEN Case Officer will start gathering information about the child or young person from a number of professionals linked to your child or young person. This is a formal process and statutory advice will be requested in line with the SEN panel's recommendations and suggestions. Compulsory contributions to the statutory EHC Needs Assessment are advice from a community paediatrician and an educational psychologist, other advice may be

requested in line with your young person's identified needs (not diagnosis).

The Senior SEN Case Officer will be in contact with the young person and family throughout to give information on the progress of the request/assessment.

The child or young person and their family will be at the very centre of the assessment and their views will be listened to every step of the way. This is called a **person-centred approach**. The assessment will focus on identifying needs and suggesting **outcomes** for the child or young person.

Local Authorities also have a **duty** to provide all parents, children and young people with impartial information. In Lewisham this is provided by SENDIAS:

www.kids.org.uk, you can contact them by e-mail on Lewisham@kids.org.uk or telephone 0203 319 2163.

Who else is involved with the EHC Needs Assessment?

The Senior SEN Case officer will ask for advice' to help inform the (plan) assessment from:

- **The child or young person's education setting.** They will send a report about what the child or young person can do and what he/she finds difficult. They will also write about what has been tried to support the child the child or young person.
- **Educational Psychologists.** They are specialists who are trained to assess a child's learning and can advise on how they might be helped if there are difficulties. The educational psychologist will talk to the child, the parents and others who know the child well, for example, assessing the child or young person in their education setting
- **Health Professionals.** They will be asked about whether any health factors affect the child or young person's learning and access to learning. Health professionals include Community Paediatrics, GPs for over 19 year olds, Speech and Language Therapists, Occupational Therapists, Physiotherapists, specialist nurses.
- **Social Care.** A social care view or full assessment may be sought with regards to a child being classed as a 'child in need' and receiving some support or a child being known related to safeguarding concerns.
- **Other Specialist Practitioners.** Depending on the child or young person's needs advice may be sought from other professionals such as ASD outreach or continuing care nurses.

What happens after an EHC Needs Assessment has been conducted?

Lewisham SEND Service will carefully consider all of the advice collected during the assessment and will decide whether an **EHC plan** is necessary for the child or young person.

If the decision is "Yes, an EHC Plan is needed":

If the Local Authority decides that **an EHC Plan is necessary**, they will send a Draft EHC Plan, together with a copy of all the advice and reports collected during the assessment, to the parent or young person. The Local Authority must give the child's parent or young person at least 15 days to give their views on the content of the draft EHC Plan, to express a preference for an educational institution and to seek the agreement of a personal budget. Parents or young people can contact the SEND Service to discuss any issues or concerns.

If the decision is "No, an EHC Plan is not needed":

If, following the completion of an EHC needs assessment, the SEND service decides **NOT to issue an EHC** plan it **must** notify you, the current educational setting and the health service and give reasons for its decision. This notification **must** take place as soon as practical and at the latest within **16 weeks** of the initial request. We **will** notify you of your right to appeal the decision to the Special Educational Needs and Disability Tribunal (SENDIST) and of the requirement that you consider mediation should you wish to appeal.

The Education, Health and Care Plan

Decisions about the content of the plan should be made openly and collaboratively. The plan should be clear how your child or young person has contributed and how their views have affected it.

EHC plans should be forward looking and describe positively what your child can do and has achieved. They should be clear, concise, understandable and accessible to parents, children, young people, practitioners and providers and must specify the outcomes sought for your child.

The EHC Plan will be written to include the following sections, A to K:

Section A: the views, interests and aspirations of the child and his or her parents or the young person.

Section B: the child or young person's special educational needs.

Section C: the child or young person's health needs which are related to their SEN.

Section D: the child or young person's social care needs which are related to their SEN or disability.

Section E: the outcomes sought for the child or young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting or shorter term targets.

Section F: the special educational provision required by the child or young person. This must be detailed and specific and should normally be quantified.

Section G: any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where there is an individual Health Care Plan in place it should be included.

*Section H1: any social care provision which **must** be made for the child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.*

Section H2: any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs under the Care Act 2014.

Section I: the name of the school, maintained nursery school, post-16 institution or any other institution to be attended by the child or young person and the type of that institution.

Section J: where there is a Personal Budget – details of how it will support particular outcomes.

Section K: the advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

At the Draft EHC Plan stage, Section I will be left blank to enable you to state a preference for a particular school or educational institution.

This may be the school that your child is already attending.

Local Authority's **must** agree with a parent or young person's preference as long as:

- The school is suitable for the child or young person's age, ability and needs
- The child or young person's presence in the school will not affect the efficient education of other children already at the school.
- Placing the child or young person there will be an efficient use of the Local Authority resources.
- If you state a preference for a mainstream school we at the Local Authority **must** provide a mainstream place as long as:
 - The child or young person going there will not damage the education of other children or young people already at the school.
 - There are no practical steps that the school or the Local Authority could take to prevent the child or young person affecting the other children's or young people's education.

The Local Authority **must** consult a school before naming it in the EHC Plan, but the Local Authority make the final decision.

The final EHC Plan will be sent to you and will include the name and type of educational institution in section I (in exceptional circumstances the name may not yet have been agreed, in which case only the type of education setting will be shown). It will also include a date by which the Plan must be reviewed. EHC Plans have to be reviewed on an annual basis.

Mediation/Appeal

Decisions are made at key points in the process and your SEND Case Officer will keep you fully informed of the decisions made and the reasons they were made. The flow chart in Appendix 1 shows clearly the dates that important decisions are made and communicated.

We will inform you of your right to appeal to the Special Educational Needs and Disabilities Tribunal (SENDIST) and of the requirement for you to consider mediation should you wish to appeal against the decisions made. Mediation is arranged by the Local Authority, unless the issues relate to health, in which case the responsible commissioning body must arrange the mediation. The mediator must be independent of the Local Authority.

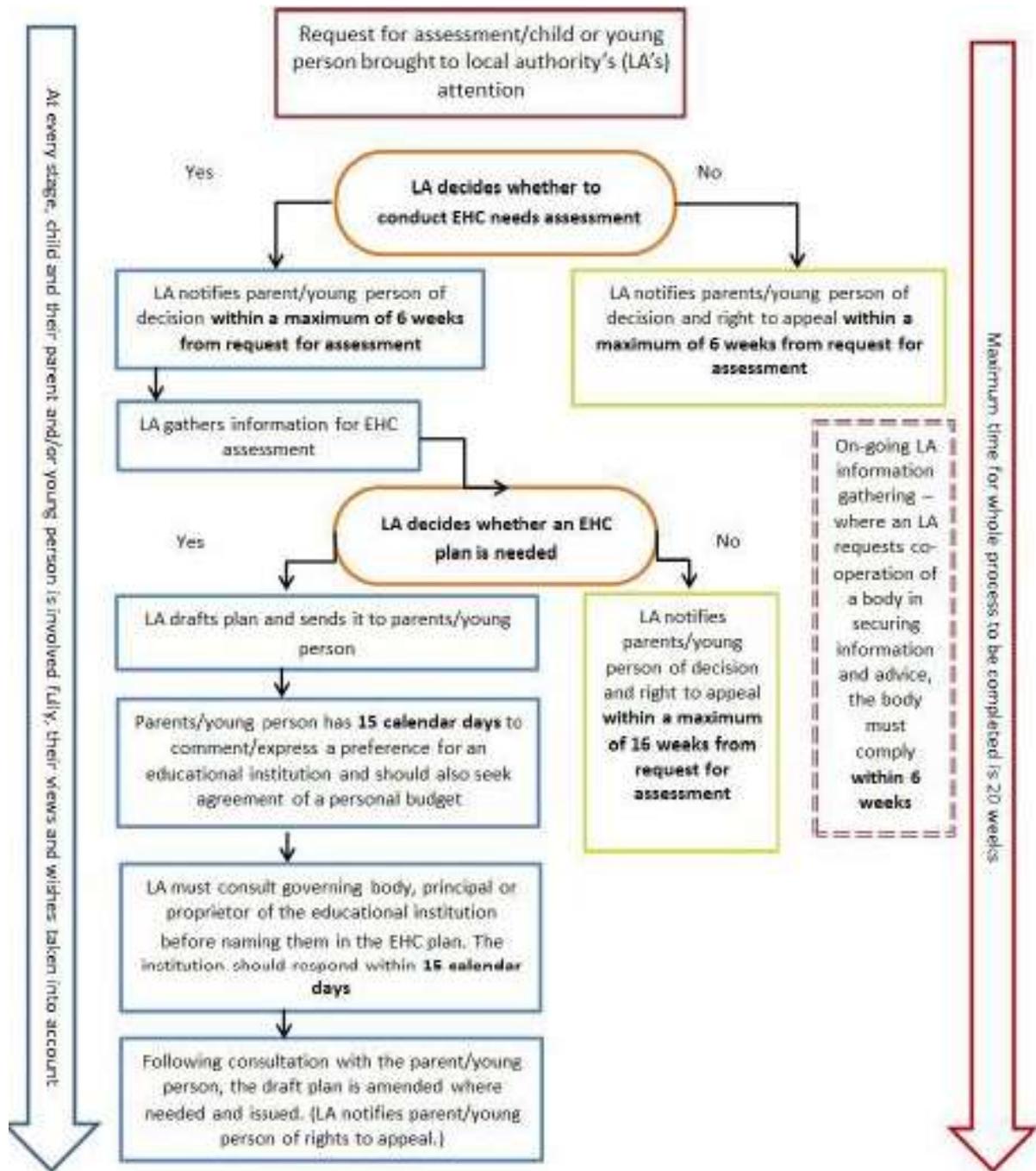
If you wish to bring an appeal about the special educational needs element of the plan, you may do so only if an independent mediation advisor has provided you with information about mediation and how it might help.

You can then decide whether to go to mediation before you bring an appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Where you decide against mediation, you will be able to go straight to appeal after receiving a certificate stating they have considered mediation.

Further details regarding mediation can be found in Appendix 2.

Appendix 1

Flowchart of the 20 Week Assessment Process



Appendix 2

Advice and Support Services

If there are any questions or concerns about the Education Health and Care needs assessment, Education Health and Care plan, or decisions that have been made, these should address these with the Lewisham's Special Education Needs Service in the first instance.

Special Educational Needs

Kaleidoscope Child Development Centre

32 Rushey Green

SE6 4JF

Tel: 020 3049 1475

Email: sen@lewisham.gov.uk

If you would prefer independent advice, information and support in relation to your child's special education need and or disability, Education, Health and Care needs assessment and Education, Health and Care plan processes and decisions you can contact Lewisham's independent advice, information and support services. Lewisham's Independent services are working together to ensure that you are provided with the right advice and information.

Lewisham's Special Education Needs and Disability Information, Advice and Support Service (SENDIAs),

Leemore Central Community Hub,

Bonfield Road,

SE13 5EU,

Email: Lewisham@kids.org.uk

Tel: 0203 319 2163.

Independent Supporter, Contact a Family Lewisham,

Leemore Central Community Hub,

Bonfield Road,

SE13 5EU,

Tel: 020 8297 8056,

Mobile: 0790304444.

Disagreement Resolution Service

If you are unable to resolve a disagreement you can access our independent Disagreement Resolution Service to deal with a number of disagreements. Use of the disagreement services is voluntary and has to be with the agreement of all parties.

The Disagreement Resolution Service, can support the parent/young person if they disagree about any aspect of SEN provision, and health and social care during the processes related to EHC needs assessment and EHC plans.

The disagreement resolution service is to help resolve four types of disagreements:

- The first is between parents or young people and local authorities, the governing bodies of maintained schools and maintained nursery schools, early years providers, further education institutions or the proprietors of academies, about how these authorities, bodies or proprietors are carrying out their education, health and care duties for children and young people with SEN, whether they have EHC plans or not. These include duties on the local authority to keep their education and care provision under review, the duties to assess and draw up EHC plans and the duty on governing bodies and proprietors to use their best endeavours to meet children and young people's SEN.
- The second is disagreements between parents or young people and early years providers, schools or post-16 institutions about the special education provision made for a child or young person, whether they have EHC plans or not.
- The third is disagreements between parents or young people and CCGs or local authorities about health and social care provision during EHC needs assessments, while EHC plans are being drawn up, reviewed or when children or young people are being reassessed. Disagreement resolution services can also be used to resolve disagreements over special educational provision throughout assessments, the drawing up of EHC plans, while waiting for or after Tribunal appeals and at review or during reassessments.
- The fourth is disagreements between local authorities and health commissioning bodies during EHC needs assessments or reassessments, the drawing up of EHC plans or reviews of those plans for children and young people with SEN. In relation to EHC plans, this includes the description of the child or young person's education, health and care needs and any education, health and care provision set out in the plan. These disagreements do not involve parents and young people.

Contact Details:

KIDS LONDON SEN MEDIATION SERVICE

Telephone: 0207 359 3635 (or fax 020 7520 0846)

Mediation Service and Appeal to Tribunal

Mediation can take place following a decision by Lewisham Council:

- not to carry out an EHC needs assessment
- not to draw up an EHC plan
- after they receive a final EHC plan or amended plan
- following a decision not to amend an EHC plan
- a decision to cease to maintain an ECH plan.

The mediation arrangements are specifically linked to decisions about EHC needs assessments and EHC plans.

Mediation Contact Details:

KIDS LONDON SEN MEDIATION SERVICE

Telephone: 0207 359 3635 (or fax 020 7520 0846)

First Tier Tribunal (Special Educational Needs & Disability)

First Tier Tribunal (Special Educational Needs & Disability) can be contacted at the following address:

Special Educational Needs & Disability, 2nd Floor Old Hall, Mowden Hall, Staindrop Road, Darlington, Co.

Durham, DL3 9GB. Telephone: 01325 392760

Email: sendistqueries@tribunals.gsi.gov.uk

If you decide to appeal to the Tribunal you must contact the Mediation Service first. If you decide not to use mediation, the mediation service will issue you with a certificate to enable you to lodge your appeal to Tribunal, within two months of the original decision being sent by us or within one month of receiving the certificate whichever is the later.

Appendix 3

Example of a MyWorld Profile to be completed by the child (with parental support if appropriate).



Name	A SAMPLE
Date of birth	01.01.2000

This is my Education, Health and Care Plan

Confidential information

Please respect my privacy and take appropriate care to protect my EHC Plan from unauthorised use.

My EHCP Planner	***** *****
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Legal status of the Education Health and Care Plan

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	
Education, Health and Care Plan providing a single assessment of the Child's Special Educational Needs	✓

This Education, Health and Care Plan (EHCP) is made in respect of the child / young person (CYP) whose name and date of birth are given below.

For as long as this EHCP is maintained, it will fulfil the statutory functions given in the Children & Families Act 2014, and should be treated as such by all parties, including the CYP, parents / carers, the London Borough of Lewisham, schools and professionals working with the CYP.

This is a person centred assessment which allows for a more holistic approach and will bring together key professionals to work with the family and the CYP to identify the CYP's needs and define outcomes across Education, Health and Social Care.

The EHCP will be clear about who is responsible for delivery of services and resources.

A: My views, interests and aspirations - this is My World!



My name is A SAMPLE

What makes me happy and is important to me?

(What helps me feel motivated, be calm, comfortable and safe and what makes me smile; people, objects, situations)

A SAMPLE's views:

- I like spending time with my family.
- I like going to church; this is really important to me.
- I'm motivated to go to school because I want an education.
- I want to do well in my GCSE's, especially in maths.
- The things that make me smile the most are skating and lego.
- I also really love listening to music; this makes me feel very calm.
- I feel safe in all aspects of my life and am happy that I can go on the bus by myself now.

Mum's views:

A SAMPLE is very eager to learn and do well in school. A SAMPLE will try his best in each lesson and is happiest when he very clear guidelines of what is expected of him. A

SAMPLE works particularly well in quiet environments where he can focus and work at his best. A SAMPLE responds very positively to praise .

What makes things difficult for me?

(Such as medical or health issues, getting around, things in my environment which I might find challenging; situations/objects/behaviours)

A SAMPLE's views:

- I have ADHD and if I forget my medication I can act up a bit.
- I also have ASD and find it difficult to sometimes understand what people mean.
- I sometimes find it hard to make friends.
- I like to have my hands busy when I am listening and sometimes this can get me in trouble.
- Sometimes when others are being silly I can't help joining in.

Mum's views:

A SAMPLE can be easily distracted if he is in a noisy or uncontrolled environment. If he becomes agitated then he may react abruptly and needs time to calm down.

A SAMPLE continues to find interacting with others quite challenging and needs support to make and maintain friendships.

What helps me succeed and what do I need?

(What strategies/ things help me behave well, help me cope in difficult situations and help me as a learner)

A SAMPLE's views:

- Talking with my mentor at school helps me work through problems.
- In the past if there was something I didn't understand or if I was bored I would get up and walk out, I still do sometimes but I try and have a go at the work and will ask for help if I need it. I don't really know why I go out now. I like it when the teachers know that I sometimes need a break.
- I think it really helps in school if the teacher talks through the instructions slowly. Sometimes I forget things if they tell me too much at once. I find it easiest when they write the instructions for me so I can work through one at a time.

Mum's views:

Visual materials and supports really help A SAMPLE. He has a visual timetable at school which seems to help. At home he has some symbols around the house to remind him of the steps needed to do things such as brush his teeth. This is working well as it is helping him to become more independent.

How I communicate and how you need to communicate with me

(Such as signing, picture exchange system, switches etc)

A SAMPLE's views:

I talk verbally and don't use symbols or signs to help me communicate. But I like to have my symbols at home to help me remember things. Sometimes I like diagrams or visual things in lessons as this helps me to understand what the teacher is talking about.

Sometimes I am a quiet person and sometimes I am too loud. My Mum says that I find it a bit hard to talk at the right volume and sometimes tells me I am shouting. I am quiet when I am settled and know what I am doing, and I am too loud when I am angry, frustrated and bored.

Because the adults who work with me know that my behaviour gets worse if they raise their voice they don't and will let me calm down so we can discuss it calmly.

Mum's views:

A SAMPLE is able to express his views clearly if he is calm. When he becomes agitated or stressed his speech has a tendency to become unclear. It is usually very obvious when A SAMPLE's emotions or behaviour are affecting his speech and in these instances it is best to give him time to calm down and collect his thoughts.

A SAMPLE can interact with his peers but this is not always appropriate. He might start a conversation with someone and they would find it very difficult to follow what he is talking about. He also really struggles with sarcasm or jokes and can get annoyed if he doesn't understand what people mean. These things affect A SAMPLE's ability to make friends.

Other things about my world and my life

(Important people in my life, my family and friends, my community the social side of my life)

A SAMPLE's views:

My whole family are really important to me and I like spending time with them. We have moved home recently and I am really glad. I have a bigger bedroom and that makes me happy.

Going to my church is also really important. They are all really nice to me there.

Mum's views:

A SAMPLE plays football after school on a Thursday and plays for his church team on the first Saturday of every month. A SAMPLE says that he enjoys ice skating, roller skating, swimming and going to the cinema as well as riding his bike. He is able to do these activities in his free time.

A SAMPLE is starting to travel to some of these activities independently and we have worked really hard on this. I hope in the future he will be able to use public transport by himself and with confidence so he can be independent.

My conditions and how they impact on my day to day life

(Brief description of needs and impact)

A SAMPLE's views:

I need to be given time and space to calm down when I am cross. In the past I have used a time out card, but I don't feel I need it so much now.

Mum's views:

A SAMPLE's memory is poor and he forgets things easily so I have to remind him of things and jog his memory. This affects his education as he struggles to remember instructions and what he is expected to do for homework.

A SAMPLE has difficulties processing information so if he is asked a question or given an instruction he needs time to process the information before he can reply or act upon the instruction.

A SAMPLE finds it difficult to maintain good eye contact, especially if he doesn't know you. Once A SAMPLE is comfortable with someone it becomes easier.

A SAMPLE does not always understand figures of speech or metaphors and may take what someone is saying literally.

A SAMPLE has low-confidence because of his learning difficulties. He benefits from being praised for his efforts and reacts very positively to praise because it boosts his confidence.

Thinking ahead

**My
World**

What do I hope for one day (perhaps next year, in 5 years' time and long term)?

(Such as the job I will have, being part of my community, my lifestyle, where I live, my independence and my relationships)

I don't know what job I will have but I do want to work.

I'm not sure if I would have role in my community but I think I would like to play Sunday league football.

I really would like to live independently in the future. My Mum says that I need a bit of help first to learn how to look after myself properly.

One day I would like to have children, but only when I have a good job so that I know that I can look after them properly.

My journey so far/ important events

A SAMPLE was born at full term by normal delivery. A SAMPLE reached his developmental milestones on time and there were no concerns regarding his development or behaviour at an early age.

A SAMPLE started pre-school at the age of 3 and it was soon noticed that he was hyperactive and had difficulties with sharing. At age 4 A SAMPLE moved to a school nursery where more severe concerns were raised including A SAMPLE's limited pretend play. A SAMPLE was assessed and diagnosed with ADHD and ASD in ****.

Previously, A SAMPLE attended ***** School from Year 7 before an exclusion. A SAMPLE transferred to ***** School in September ****.

Important things to consider relating to the rest of my world

(Such as housing, transition to adult services, leaving home, hospital admissions, my family set up)

A SAMPLE lives at home with his mother and younger brother.

Chronology of significant events

Date	Event	Comments
** ** **** . . .	ADHD and ASD Assessment	A SAMPLE is diagnosed with ADHD and ASD.
** ** **** . . .	Seen at Kaleidoscope's communication clinic	A SAMPLE is referred to Speech and Language (see attached reports)
** ** **** . . .	A SAMPLE first issued with a Statement of Special Educational Needs	
** ** **** . . .	A SAMPLE is excluded from *****	School move to ***** takes place. A SAMPLE starts at new placement on ** ** ****

How I took part in developing this plan

I contributed to the development of my Plan

*(Mark all that apply)***My
World**

Without parental input	✓
With support from parents / carers	
Jointly with parents / carers	✓
Through the interpretation of people who know me well	

How was my view obtained?

A SAMPLE was able to express his views for himself and his mother helped to write these down.

His mother then added her views.

Services working with me (in the last 12 months and about to start)

Named worker	Team	Location
*****	Specialist SpLD Teacher	Kaleidoscope, Lewisham
*****	Speech and Language Therapist	Kaleidoscope, Lewisham
*****	Communication Clinic	Kaleidoscope, Lewisham
*****	Lewisham Housing Department	Laurence House, Lewisham
*****	Medical	***** GP practice