

## Jamie Clark's Education, Health and Care plan

This plan is a legal document in accordance with the Children and Families Act 2014. It is put together to help Jamie to progress towards outcomes that are important to his long term future.

<b>Photo:</b> (Having a photograph is optional).	
<b>First names:</b>	James (Jamie) Campbell
<b>Surname:</b>	Clark
<b>Likes to be called:</b>	Jamie
<b>Date of birth:</b>	29.8.12
<b>Male or female:</b>	Male

<b>Status of plan:</b> (draft, amended or final)	Amended Final
<b>Date plan was issued:</b>	10.01.25
<b>Placement when plan is finalised</b> (see Section I)	Until July 2024, Kentish Town School From September 2024, Abingdon House School

The plan will have legal status once the resources have been agreed and the provision named.  
It will become the final plan once it is signed and dated by the duly authorised officer.  
The information in this plan will be shared with relevant parties on a need to know basis.

## Jamie Clark: Education, Health and Care plan

<b>Personal details</b>	The child or young person's and parent /carers' personal details to help us all to keep in touch.
<b>Section A</b>	<b>All about me and my family / carers' views</b> - this should include the views, interests and aspirations of the child or young person and their parents/carers.
<b>Section B</b>	The child or young person's <b>special educational needs (SEN)</b> .
<b>Section C</b>	The child or young person's <b>health needs</b> which relate to their SEN
<b>Section D</b>	The child or young person's <b>social care needs</b> which relate to their SEN.
<b>Section E</b>	<b>Outcomes</b> that will enable the child or young people to progress in their learning. This section includes aspirations for the future and outcomes to be met by the end of the key stage or phase of education (SEN Code of Practice 9.64 – 9.68). Shorter term plans and targets for the next 6 – 12 months need to be agreed by the education provider within 2 months of issue of the final EHC plan.
<b>Section F</b>	The <b>special educational provision</b> required by the child or the young person. Who has agreed the plan and what is the budget.
<b>Section G</b>	<b>Any health provision</b> reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN with Individual Health Care Plan where relevant.
<b>Section H1</b>	<b>Any social care provision</b> which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)
<b>Section H2</b>	<b>Any other social care provision</b> reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.
<b>Section I</b>	<b>Placement</b> - the name and type and name of school, maintained nursery school, post-16 institution or other institution that has been named on the plan. This will be blank until the final version is agreed
<b>Section J</b>	<b>Personal budget</b> (including arrangements for direct payments).
<b>Section K</b>	<b>Advice and information</b> - reports and assessments. A list of all the reports and assessments that have been used to write the plan.

## Personal details

Child or young person's details			
First name(s)	James (Jamie)	Surname	Clark
Home address	31 Lady Somerset Road, London		
Postcode	NW5 1TX	Date of birth	29.8.12
Ethnicity	Mixed: White/Asian	Religion	
Is the child / young person Looked After to Camden			<b>No</b>
Language spoken at home	English		
GP	Parliament Hill Surgery	NHS number	653 831 5232

Parent / carer details:		
Parent / carer names	Mr Nigel Clark & Ms Sheila Clark, parents	
Who has parental responsibility?	As above	
Interpreter or communication support needed?	No	
Home address (if different from above).	As above	
Telephone numbers	Home:	Mobile: 07795 572372 (Sheila) 07876 582781 (Nigel)
Home email address	Sheila Clark <sheilajamiesonclark@gmail.com> Nigel Clark <tgnclark@gmail.com>	

## Section A – All about me

**This section is to record the views, interests and ambitions of the child or young person where possible.** Please show where the child or young person is speaking directly using "I" or mark clearly when the views of the child or young person are being represented by parents, carers or professionals.

If anyone helped write this, who was it and how did they help?

Jamie provided his views for Autumn 2023 Annual Review, selecting from visual options of happy, neutral and sad faces.

Please refer to the EHC guidance ([www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)) for supporting children and young people to complete this section. Other person centred planning tools and media may be used to record views as appropriate.

Jamie selected happy faces for the following options:

I enjoy playtime at school  
I would like to get better at my work  
I like working with other children

Jamie selected neutral faces for the following options:

I like doing my work  
How do you feel when you are at school  
I got better at doing my work  
I like working with grown ups  
I like coming to school  
I like joining in with my class

Jamie selected sad faces for the following options:

I have lots of friends at school

### **My aspirations and goals for the future**

e.g. the sort of person I would like to be and what I would like to do in the future.  
Long-term goals might include: health and wellbeing; friendships and relationships; community inclusion; education and employment; independent living.

Jamie's views have not been provided at this time. He finds it too hard to express himself in this way

## Section A – My family / carers' views

This section is to record the views and ambitions of the **parents/carers and other family members** in relation to the child or young person.

### Who wrote this section

Sheila Clark, Jamie's mother, originally completed this section with Philippa Fendrich, Assessment Co-ordinator. Updated. October 2023

Please refer to the EHC guidance ([www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)) for supporting family/carers to complete this section. This section is intended to be a summary. Additional detailed information can be supplied by parents/carers and included as an appendix and noted in Section K if necessary.

### History

Jamie had a normal birth but has been delayed in meeting all milestones. He has a developmental delay in all areas and mild learning difficulties, with no unifying diagnosis (or any further information via the Genome project). His speech is more severely delayed by 18-24 months and is the more acute of his difficulties.

From 14 months old, Jamie attended Bright Horizons Nursery for two days per week. He has been having speech therapy since 2014 and occupational therapy since 2015. From September 2015 to 2017 Jamie attended Blossom Lower School nursery class for three/four days a week which is a specialist speech and language school and the Elijah Social Cognitive Centre for two/three sessions per week.

Since September 2017 Jamie has attended Kentish Town Church of England School and has benefited greatly from the support and professionalism of staff there and the visiting staff from the NHS, plus continued private SLT sessions. He has had various blocks of speech therapy at Nuffield Hearing and Speech Centre which has improved his speech sounds. He is currently undergoing play therapy sessions with CAMHS at Mosaic which supports him and his parents with his anxieties.

### Important people in Jamie's life

Jamie lives with his mother, father and older sister, Ailsa, who is 18 months older than him, and the family dog, Luna. He is very close to his family in Scotland and Portugal.

### Jamie's interests and play

Jamie enjoys playing with his cars, building train sets and role playing with his favourite teddies. He loves animals especially dogs and visits to a farm park. He enjoys Minecraft, board games, TV programmes, music and dancing; plus making figures in art/DT out of card; his segway; loves going to the park and going swimming. Jamie is happy to play on his own or with a familiar adult, but would like to play more with other children and have a closer friend which is difficult as he struggles to keep up with their games either due to speech/comprehension or physical ability. Long-term interests could be gardening, farming, animal husbandry, cooking, DT.

#### **Jamie's personality**

Jamie is a very happy and playful child with a ready smile and laugh and a sense of mischief. Although he can be encouraged/persuaded to do things, particularly if they are presented in a fun way, he can also be quite single minded and will often only do things on his own terms at home! He is very affectionate with familiar adults and shows empathy towards other children. Jamie is very socially aware and is very friendly when meeting new people. Jamie can be reticent to try new activities, particularly if the activity appears challenging, showing that he lacks confidence. However, he will often come back to it afterwards and try it. Jamie has some sensory issues with loud noises e.g. fire alarms, although he loves making loud noises and certain new experiences e.g. going somewhere new or trying a new food. He can be quite anxious and ask lots of questions about things that worry him particularly as he does not understand them. He is becoming more aware of his differences to other children and how this could affect his life and his loneliness.

#### **Jamie's communication and learning**

Jamie communicates with fluent speech-using fairly simple phrases with good speech sound production. He can sometimes struggle to find the right word, but to assist with comprehension he will describe the matter and add an action or gesture. He will sometimes shut down a conversation or question which is too tricky for him, or can take a while to respond. Jamie understands simple commands but his attention and planning does not extend to multiple and complex instructions, particularly when there are distractions.

Jamie does seem to enjoy learning particularly maths but struggles with complexity and with everyday application. Writing is a particular challenge. He enjoys picture books and can read simple books, factual books and comics independently. He enjoys computer based learning e.g. Nessy, Numbots, Maths Train etc. Parents and school have been using a visual timetable to assist Jamie's understanding and attention. Jamie needs to be given a lot of extra time to be able to say what he wants or to do work or a spelling test for example, especially from a processing and motor planning perspective. He needs a lot of support in deciding what to write, or staying focused on a task.

As Jamie finds it difficult to focus, especially in noisy or visually 'busy' environments, Jamie needs to be spoken to at his level using simple language. Jamie needs to be reminded to do basic tasks, e.g. putting his shoes/coat, collecting his things at home time.

#### **Health issues**

Jamie is generally healthy but seems more susceptible than others to respiratory illnesses. He has problems clearing his chest of phlegm and his cough is a little weak. He had been diagnosed with mild hearing loss (glue ear) in both ears, but both this and his colds have been improved since having grommets inserted and adenoids/tonsils removed in April 2016. Physically, Jamie has low tone and an immature gait. However, he can run when he wants to and is interested in the gym

#### **Things Jamie's parents are focusing on**

We have been working on Jamie's literacy and numeracy skills, including lots of reading and repeating maths and literacy concepts at home. We play a lot of card and board games to improve concentration and language. Parents continue to help Jamie to improve his gait (tiptoe walking) and tone in his core muscles and legs by dog walks, cycling and swimming. They have playdates with other children, some with SEN, to try to improve Jamie's social skills. Behaviour can be challenging at times as Jamie can engage in attention-seeking and repetitive behaviour, particularly loud noises, and he struggles to stop when asked. He can also be overwhelmed in busy environments. Mosaic have Jamie on a waiting list for an ADD assessment

**Our aspirations and goals for the future**  
e.g. the sort of person I would like my child to become and what I would like them to do in the future.  
Long-term goals might include: health and wellbeing; friendships and relationships; community inclusion; education and employment; independent living.

**My family / carers' views:**

Parents' main priority is to help Jamie to access the curriculum fully and to achieve his potential by improving his attention, focus, planning and processing skills and his speech and language skills in order for him to have as normal a life as possible. Jamie's parents would also particularly like Jamie to form close friendships with peers/similar children to reduce his feeling of isolation for his own wellbeing, to improve his self-esteem and feelings of self-worth.

## Section B – Special educational needs

1. Communication and interaction (including SLCN, ASD) 2. Cognition and learning (including SpLD, MLD, SLD, PMLD) 3. Social, emotional and mental health (including anxiety, depression, ADD, ADHD) 4. Sensory and/or physical needs (including PD, VI, HI, MSI)	<b>Primary area of need</b> (to be confirmed by the EHC panel)	Communication & interaction
	<b>Additional areas of need</b>	Cognition and learning Sensory and physical Social, emotional and mental health
	<b>Current attainments and progress</b>	At the Annual Review Autumn 2023, Jamie was reported to be working towards the expected standard in Reading, Writing, Maths, Science and ICT.  His attainments were: Reading 3W Writing 2W+ Maths 3W+ Science 3W ICT 3W
<b>SLCN</b> - speech, language and communication needs   <b>ASD</b> - Autistic spectrum disorder   <b>SpLD</b> - Specific learning difficulties   <b>MLD</b> - moderate learning difficulties   <b>SLD</b> - severe learning difficulties   <b>PMLD</b> - profound and multiple		

learning difficulties | **ADD** - attention deficit disorder | **ADHD** - attention deficit hyperactive disorder | **PD** - physical disability | **VI** - vision impairment | **HI** - hearing impairment | **MSI** - multi-sensory impairment

**All of the child or young person's identified strengths and special educational needs**

SEN may include health and social care provision, where this is for the child or young person's education or training.

**Summary of Special Educational Needs**

- A severe receptive and expressive language disorder
- Learning Difficulties
- Executive function difficulties
- Increased levels of anxiety
- Attention control difficulties
- Social communication difficulties
- Difficulties maintaining attention
- Sensory processing difficulties

**Communication and Interaction Strengths**

*Interaction:*

- He seeks to make connections with others, showing interest in other children; he will join in with gross motor play activities such as running and jumping together.
- He is enthusiastic and motivated to communicate during group times
- Jamie is confident when asking questions of adults in class or relating his experiences outside school.
- Jamie has made progress in his ability to attend to what someone else is saying and ask a range of relevant questions within a structured activity.

*Understanding of spoken language:*

- Jamie is able to follow 3 key word instructions with familiar vocabulary in a quiet setting.
- He is able to ask for specific help to support his understanding of instructions.

*Expressive language:*

- Jamie has an increasing expressive vocabulary and uses extended sentences spontaneously

*Speech Sounds:*

- Jamie has made good progress with his production of target speech sounds in a range of word positions.

**Needs**

*Interaction:*



Jamie has a severe receptive and expressive language disorder.<sup>1</sup>

#### Expressive Language

- Although Jamie is verbal and can display some superficial ability, his language is affected by planning, syntactic, vocabulary, sequencing and grammatical needs. He struggles to express his thoughts, generate spontaneous conversation and give explanations.<sup>2</sup>
- Jamie has ongoing speech and sound production difficulties, particularly in articulating multisyllabic words, this affects his intelligibility at a narrative level and therefore impacts upon his communicative partners' ability to fully engage with him.<sup>3</sup>
- Jamie has ongoing and residual speech sound difficulties; this impacts his intelligibility when speaking in narratives.<sup>4</sup>
- Jamie experiences difficulties with sentence planning and organisation, sentences he produces may be high in detail but lacking in grammatical structure. The more detail Jamie attempts to include, the more confused and repetitive some of his sentences become and the harder he finds it to express himself, often leading to frustration or simply giving up.<sup>5</sup>
- Jamie can speak to strangers e.g. to ask for the bathroom in a café or ask to pet their dog. However in prolonged conversations, he needs to avoid becoming stuck in repetitive thoughts and subjects akin to a monologue, and needs to learn how both to respond to questions and interact conversationally with peers, e.g. by following on from their conversational leads and asking questions on topics that he has not himself introduced. He needs to learn not to talk over others.
- His speech is relatively fluent, however, his expressive vocabulary is still several years behind and he can also lose his way when trying to explain more complicated statements. Jamie displays grammatical immaturities in his speech, this is particularly evident in Jamie's use of plurals and personal pronouns<sup>6</sup> and his difficulties with abstract language and idioms.
- Jamie finds it difficult to retrieve and articulate words, and needs adult modelling and prompting. He can also use new words in an unusual way, but does often ask what the word means and how to pronounce it. His grammar is sometimes incorrect
- Jamie can find it hard to engage with open ended questions and discussions and needs support to use topic vocabulary

<sup>1</sup> SLT Report 5.7 & 7.1

<sup>2</sup> SLT Report 6.6

<sup>3</sup> SLT Report 7.2 & 4.1

<sup>4</sup> SLT Report 6.6

<sup>5</sup> SLT Report 5.23 – 5.24

<sup>6</sup> SLT Report 4.1

- Jamie displays difficulties with the intonation and modulation of his speech, which affects its rhythm.<sup>7</sup>

#### **Receptive Language**

- Jamie's receptive language ability is highly variable, he struggles to process verbally mediated language without additional verbal cues. This means that Jamie experiences considerable difficulty in following instructions, abstract questions and socially related conversation.<sup>8</sup>
- Jamie has considerable, and at some times significant, language processing and auditory sequential working memory difficulties. This has a marked and significant impact upon his ability to process, retain and act upon verbally mediated language.<sup>9</sup>
- Jamie's inability to recall spoken information with accuracy is hugely problematic and clearly not assisted by his significant difficulties with auditory processing, language memory, language processing difficulties and sensory needs.<sup>10</sup>
- Within a classroom context, Jamie will encounter significant difficulties remembering and following oral instructions spoken by his teachers. He will also experience additional difficulties in participating in associated classroom activities, such as discussions, copying from the board and writing to dictation.<sup>11</sup>
- Jamie will experience significant challenges when expected to complete all curriculum tasks which are solely reliant upon both verbal and written mediated language.
- Jamie will also experience significant difficulties when undertaking learning activities which require him to remember, process and interpret visual information at speed. This will have significant implications regarding Jamie's expected verbal and written contributions when engaged in discussions or timed examinations.<sup>12</sup>
- He needs to develop a consistent understanding of 3 key word instructions with a wide range of vocabulary, particularly in a busy setting.
- He struggles to retain, surmise and repeat information which has been delivered verbally. Similarly with written text he can read and understand the words, but he struggles to follow the content of a story and gain a deeper understanding of characters etc.
- Jamie struggles to respond to a request first time, requiring multiple attempts before he focuses, understands and acts upon

<sup>7</sup> SLT Report 4.1

<sup>8</sup> SLT Report 6.5

<sup>9</sup> SLT Report 5.7

<sup>10</sup> SLT Report 5.15

<sup>11</sup> SLT Report 5.16

<sup>12</sup> SLT Report 5.20

a request

- Jamie's ability to hold, manipulate and act upon information within his working memory is extremely problematic for him.<sup>13</sup>
- Jamie has significant difficulties with auditory/language processing and working memory, as well as attention challenges, which contribute to his ability to access and use language. These difficulties will clearly adversely impact upon Jamie's ability to access and participate in learning within the classroom, he will struggle to attend to verbal language, forget information given orally, and demonstrate fatigue when processing such information.<sup>14</sup>
- Jamie will experience significant challenges when expected to complete all curriculum tasks which are solely reliant upon both verbal and written mediated language.<sup>15</sup>
- Jamie struggles to understand figurative language, inference and ambiguity.<sup>16</sup>

#### **Social Communication**

- Jamie has significant difficulties with his social communication.<sup>17</sup>
- Jamie needs to develop his interactions with peers, such as initiating conversations, and games with peers. He struggles to engage and take turns in reciprocal conversations.<sup>18</sup> Jamie needs to show that he is listening to peers as part of a reciprocal conversation, to demonstrate his understanding and join in with the conversation
- Jamie's ability to engage in reciprocal interactions is significantly impacted by his considerable language processing and comprehension difficulties.<sup>19</sup>
- Jamie has difficulties with social competence which are compounded by his severe language disorder. Jamie appears immature and vulnerable compared to age matched peers.<sup>20</sup>
- Jamie experiences difficulties reading contextual cues and understanding the perspective of others, which affects his responses.<sup>21</sup>
- Jamie needs to allow adults to have a conversation without interrupting with noise or questions.

<sup>13</sup> SLT Report 5.9

<sup>14</sup> SLT Report 7.1

<sup>15</sup> SLT Report 7.1

<sup>16</sup> SLT Report 5.43

<sup>17</sup> SLT Report 4.1

<sup>18</sup> SLT Report 6.6

<sup>19</sup> SLT Report 4.1 p18

<sup>20</sup> SLT Report 7.2

<sup>21</sup> SLT Report 6.6

- Jamie's eye contact can be poorly modulated, he does not consistently look in the direction of his communicative partner when speaking or offering a response.<sup>22</sup>
- Jamie's use of facial expression and non-verbal communication is inconsistent and does not always match the emotion that he is perceived to feel.<sup>23</sup>
- He can often play alone (when he is unable to keep up, physically or from a communication perspective, with the other children or where tired)
- Jamie can assume that his communicative partner understands the context or topic which he is talking about and that he does not need to state this.<sup>24</sup>
- Whilst Jamie is able to make simple inferences, he struggles to identify the possible reasons for the outcomes of events. He will therefore struggle to readily spot the essence of what is implied in fast moving social situations and give his own response.<sup>25</sup>
- Jamie's auditory working memory and language processing difficulties will affect his ability to understand higher level language structures, this will impact his ability to understand such language when it is used by age matched peers. This will leave Jamie vulnerable to misinterpretations, which depending on the response of peers, may impact his self-esteem.<sup>26</sup>
- Jamie's difficulties in understanding figurative language mean that he will experience social challenges and misconstrue what is truly meant, particularly in the fast paced and cut and thrust of social banter.<sup>27</sup>

#### **Attention and Listening**

Jamie cannot sit without being fully engaged in something, usually with adult assistance.<sup>28</sup>

#### **Cognition and Learning**

- **Strengths**

##### *Approaches to Learning*

- Jamie is becoming a more enthusiastic reader and shows enjoyment in reading simple books of his choice. He likes to read these independently or more complicated books with adult support and can sometimes comment on what he has read.
- When focused, he has improving letter formation, legibility and spacing.

<sup>22</sup> SLT Report 4.1

<sup>23</sup> SLT Report 4.1 p18

<sup>24</sup> SLT Report 4.1 p18

<sup>25</sup> SLT Report 5.35

<sup>26</sup> SLT Report 5.35

<sup>27</sup> SLT Report 5.43

<sup>28</sup> OT Report 42

- He has improving spelling skills and can remember how to spell some short words.
- He is becoming a more enthusiastic and confident mathematician and when focused enjoys working independently when he has grasped a new concept. He has a good understanding of place value.
- He enjoys practical investigations in science, describing his observations and making predictions.
- Jamie has made progress towards greater independence in learning, in maths and during some writing tasks. He largely remembers things he needs in the classroom and requests minimal adult help with organisation when appropriate.
- He enjoys taking part in class activities in all aspects of learning

*Attention:*

He has made progress in developing his attention and concentration skills and can maintain focus for short motivating activities with reduced adult support;

- He is able to sit at a table for up to 30-40 minutes in a small group with positive role modelling with adult verbal prompts and encouragement and engage in a variety of short motivating tasks, where there are minimal distractions

**Needs**

**Cognitive and Attainment**

- Jamie has learning difficulties and presents with a general developmental delay.
- Jamie's learning level is significantly below age-related expectations (about 3-4 years below), it is clear from Jamie's rate of progress over time at school that he is not achieving in line with his own potential and the gap between his attainment and typically developing peers is widening.<sup>29</sup>
- Jamie has significant difficulties in a range of executive functions including –
  - Attention Control
  - Vigilance – maintenance of attention control
  - Inhibition – being able to inhibit his own response
  - Switching or shifting from one task onto another
  - Self-monitoring and assessing his own performance and behaviour
  - Cognitive flexibility
- Jamie has significant difficulties in applying mathematical knowledge in problem solving, his maths skills are significantly

<sup>29</sup> EP Report 17.4

delayed.<sup>30</sup> Jamie is able to carry out simple addition, subtraction and multiplication (but not division), but cannot apply these skills in a functional manner (e.g. maths problems written in sentences) or retain more complex concepts

- Jamie has difficulties with working memory and processing speed.<sup>31</sup>

#### **Access to Learning**

- He has significant difficulties with reading comprehension and doesn't always understand text he has read. He also struggles with his inference skills.<sup>32</sup>
- Jamie depends on adult teaching input to complete learning tasks especially when he has to record information and express his understanding.<sup>33</sup>
- Jamie has difficulties listening to, encoding, and retaining verbally presented instructions.<sup>34</sup>
- Jamie has difficulties with attention control and is easily distracted.<sup>35</sup> He can be very easily distracted, and finds it difficult to engage or maintain his attention during less motivating, challenging or adult led tasks, or particularly when he is tired. Jamie tires quickly, and he is often very tired by the afternoon.
- He displays single channelled attention and tends to focus on one thing at a time. He needs to develop shared attention for longer periods of time to support his attention in group situations and in a busy environment. He can find it difficult to listen to peers and share his own ideas during classroom discussions
- Jamie can be reluctant to take part in a learning activity if he perceives it to be new or challenging. He struggles to switch quickly from one task or topic to another as he is very keen to complete what is at hand and can be anxious about starting a new activity.<sup>36</sup>
- Jamie's language skills and very slow speed of processing and poor working memory also mean that he struggles to access the curriculum. He also experiences difficulty with the speed and accuracy with which he scans and tracks briefly presented information.
- In English, he struggles to retain or apply grammatical concepts and spellings and finds written work extremely difficult, both in terms of planning and execution.

<sup>30</sup> EP Report 12.1 & 20.0 G

<sup>31</sup> EP Report 20.0 E

<sup>32</sup> EP Report 11.3 & p23

<sup>33</sup> OT Report 68

<sup>34</sup> EP Report 20.0 B

<sup>35</sup> EP Report 20.0 C

<sup>36</sup> OT Report 11

- He can become stuck on a particular phrase or sentence when writing, which impacts on his ability to complete extended pieces of writing and has similar issues on more extended maths problems
- He can find it more difficult to engage with open-ended questions and discussion.
- He finds it difficult to organise his personal effects and read/apply timetables.

#### **Social, Emotional and Mental Health Strengths**

During his time at Kentish Town Primary School, Jamie ~~is~~ was happy and settled at home and at school:

- He was familiar with the class room routine
- He was sociable and happy to interact with others particularly when peers initiate the interactions.
- He was affectionate and responsive to adult attention and praise
- He had well developed social awareness and shows empathy towards other children
- He was proud of his achievements
- He enjoyed playing games with other children in the playground.
- He loved sharing jokes and making adults and children in the class laugh.
- He was starting to develop his skills in using Zones of Regulation language to inform adults how he was feeling and, with support, to use strategies to regulate his behaviour and loss of focus.

#### **Needs**

##### **Emotional Development and Mental Health**

- Jamie will avoid trying a difficult activity rather than getting frustrated.<sup>37</sup> He can be fearful, anxious and reluctant (or outright refuse) to try new activities (unfamiliar adults, unfamiliar settings, sensory overload) that he sees as challenging.
- He experiences anxiety in relation to specific situations and has a range of fears that appear to be linked to events or situations that he has found scary and in such circumstances, he cannot leave an adult's side, making him highly dependent on adult assistance.
- He can be distressed by a change in routines and struggles to cope with transitions.<sup>38</sup>
- At home, he can want to follow his own agenda, become absorbed in less challenging activities and be resistant to stopping a preferred activity or starting a less preferred activity.

Commented [DD1]: Additional wording added to reflect this was when Jamie was at Kentish Town

<sup>37</sup> OT Report 39

<sup>38</sup> OT Report 39 & EP Report 23.0 E

- Jamie is becoming more aware of his difficulties and differences from his peers and this has affected his self-esteem and well-being.

#### **Social Development and Inclusion**

- Jamie's delayed social understanding and social thinking skills impact his social relationships; he has difficulties sustaining friendships.<sup>39</sup> He struggles to take part in back and forth conversations with his peers which affects his ability to develop and maintain friendships. His difficulties with expressing himself verbally affects his ability to make friends which in turn impacts on his emotional wellbeing.
- Jamie lacks confidence in initiating interactions with other children and tends to play alongside peers and often on his own. He requires adult support to manage extended or more complex social interactions in particular to help him to listen to and react/respond to what other children are saying and to engage with their (rather than his own) topics of conversation.
- Jamie's interests can be more immature than those of his peers, which can have an impact on his social inclusion.
- Jamie is socially vulnerable.<sup>40</sup>
- Jamie can become overwhelmed and scared during unsupervised games with groups of other children if a bit physical and can take some time to recover from the experience, e.g. chasing or other physical games
- He lacks the awareness of when making a noise is socially appropriate, so can sing, screech or shout at home often for attention seeking and needs reminding to use his quiet voice.

#### **Sensory and/or Physical Needs**

##### **4. Strengths**

Jamie likes PE, particularly taking part in team games which are not too fast and are supervised by an adult, and likes to demonstrate new moves/skills he has learnt.

- He enjoys a range of physical activities, such as dogwalking, cycling, simple climbing, dance and swimming.
- He can use his hands functionally to manipulate objects in age appropriate activities.
- Jamie can be keen to show that he can do certain things on his own. (e.g. he has learnt to tie his shoelaces).
- He can manage all aspects of dressing (albeit slowly) with

<sup>39</sup> EL Report 17.8

<sup>40</sup> EP Report 23.0 A



adult prompting to stay on task.

### **Needs**

#### **Physical and Motor**

- Jamie's gross motor skills are delayed for his age. He has an immature gait and tiptoe walks. He has low tone, particularly in the core area.
- Jamie has significantly below average fine motor skills.<sup>41</sup>
- Jamie is slow at both starting and completing tasks.<sup>42</sup>
- Jamie presents with very poor motor coordination and proximal strength and overall motor proficiency.<sup>43</sup>
- Jamie's writing is legible but very slow, he prints his letters but often needs help to structure his thoughts, especially when he has to write creatively. He always needs adult support to complete writing tasks involving sentences<sup>44</sup>
- He can misjudge slightly the action and force of his movements.
- Jamie has poor visual perceptual and visual motor integration skills.<sup>45</sup>

#### Sensory

- He has very complex sensory processing difficulties impacting on his attention, body awareness and coordination as well as his learning, emotional regulation, behaviour responses and attention control<sup>46</sup>
  - Jamie displays sensory regulating behaviours and responds much more to sounds than his peers. He misses verbal directions in class and often becomes distressed during lunch and other large school gatherings. He also has difficulty participating in group activities when there is lots of talking, which he finds overwhelming.
  - Jamie responds much more to movement and sights than his peers. He misses written or demonstrated directions and looks away from his tasks when there are actions in the room.<sup>47</sup>
- Jamie avoids sensory information which he perceives to be uncomfortable and overwhelming.<sup>48</sup> He needs to continue to

<sup>41</sup> OT Report p16

<sup>42</sup> OT Report 50

<sup>43</sup> OT Report 65

<sup>44</sup> OT Report 67

<sup>45</sup> OT Report p16

<sup>46</sup> OT Report 45

<sup>47</sup> OT Report 37 - 38

<sup>48</sup> OT Report p16

work on his anxieties and sensory issues, e.g. anticipation about wasps and fire alarm tests at school.

- Jamie can be overwhelmed in busy environments, he is scared of being in busy playgrounds, particularly with other boys present. He dislikes participating in team games as they move too quickly for him.<sup>49</sup>
- Jamie has particular sensory difficulties in relation to loud and sudden sounds, he has been scared of fire alarms for some years.<sup>50</sup>
- Jamie can react with nausea to strong smells or bones/images of bones.<sup>51</sup>

#### Independence and Self-Help

- Jamie presents with very significant functional learning and independence needs<sup>52</sup> relating to the following areas –
  - His conceptual skills are within the 0.5<sup>th</sup> percentile, impacting his ability to communicate with others, apply academic skills and manage and accomplish everyday tasks.
  - His social skills are within the 2<sup>nd</sup> percentile, impacting his ability to engage in interpersonal interactions, act with social responsibility and use leisure time effectively.
  - His practical skills are within the 1<sup>st</sup> percentile, impacting his ability to address personal and health needs, take care of himself and function in the community.<sup>53</sup>
- He has significantly delayed daily living skills and requires adult support to maintain focus and complete self-help tasks he finds more challenging or less motivating
- He needs to develop greater independence in more complex aspects of dressing (e.g. buttons) and needs help to stay on task. Jamie is still learning to tie his laces, he struggles with buttons but can manage zips. He struggles to focus sufficiently to complete a sequence of self-care tasks, he needs reminders to stay on task when he is getting dressed.<sup>54</sup>
- He needs to develop greater independence in tasks that require bilateral skills, such as cutting up his own food. He requires prompting to cut his food with a knife, preferring to eat single handed. He sometimes struggles eating with a fork and will often eat rice with a spoon.<sup>55</sup>

<sup>49</sup> OT Report 17

<sup>50</sup> OT Report 14

<sup>51</sup> OR Report 14

<sup>52</sup> OT Report 73

<sup>53</sup> OT Report 72

<sup>54</sup> OT Report 23

<sup>55</sup> OT Report 24

## Section C – Health needs

**Health strengths and needs identified through the EHC needs assessment which relate to the child or young person's SEN.**

### Needs

- He has an unusually small head circumference, which may be the cause of his difficulties
- Jamie's oro-motor skills are slightly immature for his age.
- The cleft palate team at GOSH have discharged him as they found no anomalies causing his nasalised speech.
- He had Glue ear and mild hearing problems as a younger child but grommets and removal of adenoids and tonsils have improved this
- Has a squint (exotropia) when tired and looking upwards. This is improved if he can look at things on a similar level to his eyes. He now wears glasses for short sightedness. He has been discharged by the Royal Free ophthalmology team as his eyes are thought to be sufficiently stable.
- He can be fearful and anxious and find it hard to understand or manage these emotions.

## Section D – Social care needs

**Social care strengths and needs identified through the EHC needs assessment which relate to the child or young person's SEN.**

### Strengths

- Jamie lives at home with his parents and older sister. His social care needs are met by his family and universal services (Local Offer).

### Needs

- No needs are reported.

**Other social care needs:**  
E.g. child in need, child protection plan or known to adult social care (consent must be obtained before inclusion)

None.

## Section E – Outcomes

<b>Aspirations and goals for the future</b> e.g. the sort of person I would like to be and what I would like to do in the future. Long-term goals might include: health and wellbeing; friendships and relationships; community inclusion; education and employment; independent living. <b>(Link with Section A)</b>	<b>Outcomes identified</b> Outcomes to be met by the end of the key stage or phase of education <b>By date:</b> End of Key Stage-3
<b>Education and Employment</b> Jamie will enjoy his education, engage in learning activities at an age appropriate level, achieve to the best of his abilities and become an independent learner  Jamie will achieve nationally accredited examinations that equip him for higher education and/or employment	Cognition and Learning: Jamie will be able to participate fully and independently in classroom activities and have developed his attention and concentration skills so that he can pay attention at an age appropriate level. <sup>56</sup>  Jamie will have made progress in his learning so that he has narrowed the gap judged against age appropriate expectations in English, Maths and other subjects.  Jamie will have developed his executive function skills to be able to engage consistently with the teaching/learning environment and as a result to have confidence and enthusiasm in participating in learning and understand its importance. <sup>57</sup>  Jamie will have developed an enquiring mind and understand well enough to know when to ask further questions to extend his knowledge and have the confidence to do this, plus wait for and listen to the answer given.  Jamie will have made progress with basic skills (in maths and literacy) and reached his full academic potential. <sup>58</sup>  Jamie will have developed skills of managing working memory and processing speed difficulties, through reasonable adjustments and supportive strategies. <sup>59</sup>  Jamie will be able to retain learned information and be able to use it in different settings and contexts  Jamie will have been able to reach his full academic potential through a broad and balanced curriculum with an inclusive approach and Adaptive Teaching <sup>60</sup>

<sup>56</sup> EP Report 25.0 3

<sup>57</sup> EP Report 25.0 2

<sup>58</sup> EP Report 25.0 1

<sup>59</sup> EP Report 25.0 5

<sup>60</sup> EP Report 25.0 4

	Jamie will be able to access all areas of the curriculum, independently.
	Jamie will be able to record his ideas through writing or assistive technology with minimal support and will learn to type.
	<b>Sensory and Physical</b> Jamie will continue to develop his core stability, strength and motor coordination skills.
	Jamie will have developed his sensory processing skills
	Jamie will type with a high level of accuracy and speed of at least 15 words per minute.
	Jamie will have developed personal independence skills of equivalent levels to those of his age-peers
	Jamie will have developed his recording skills (fine motor/ handwriting/ typing and scribing skills) and be able to do this independently. <sup>61</sup>
	<b>Communication and Interaction</b> Jamie will continue to develop his understanding of subject specific vocabulary as part of his ongoing learning needs
	Jamie will have further developed his expressive language skills.
	Jamie will have further developed his understanding of higher-level language concepts.
	Jamie will have developed his reasoning and problem-solving skills in social situations to promote his independence skills.
	Jamie will have developed his ability to use language to express his emotions and indicate when he needs support.
	Jamie will have improved his ability to attend and read non-verbal communication. <sup>62</sup>
<b>Independent Living</b>  Jamie will be able to pay attention and stay focused in class and in other settings in order to complete tasks, plan ahead, organise and carry out his thoughts and actions	<p>Jamie will be able to pay attention and stay focused in class and in other settings in order to complete tasks, plan ahead, organise and carry out his thoughts and actions.</p> <p>Jamie will develop his independence skills to age appropriate levels, including become more</p>

<sup>61</sup> OT Report 85

<sup>62</sup> SLT Report p44-46

<p>Jamie will develop his independence skills to age appropriate levels, including become more independent with self-care skills such as dressing, night-time routines, or simple kitchen skills.</p>	<p>independent with self-care skills such as dressing, night-time routines, or simple kitchen skills.</p>
	<p>Jamie will be able to attend within a large group setting (e.g. in the classroom) for extended periods of time independently.</p>
	<p>Jamie will be able to organise and apply himself in order to do his homework independently</p>
	<p>Jamie will be able to recognise when he needs support and when he doesn't, and to persevere with an activity which is more challenging for him</p>
	<p>Jamie will have the confidence to be more independent from his parents, e.g. at nighttime going to sleep, or from adults on school trips</p>
	<p>Jamie will be able to follow up to 4 key word instructions in a busy setting and will be able to respond to a request first time.</p>
<p><b>Friends, Relationships and Community Involvement</b></p> <p>Jamie will be happy and have a close friend.</p> <p>He will build relationships and friendships with an understanding of the needs of other people.</p> <p>Jamie will communicate with a range of people in a variety of social settings, including maintaining conversations, listening to and answering questions on a topic not of his choosing</p>	<p>Jamie will be happy and have close friends. He will build relationships and friendships with an understanding of the needs of other people.</p> <p>Jamie will communicate with a range of people in a variety of social settings, including maintaining conversations, listening to and answering questions on a topic not of his choosing</p> <p>Jamie will be able to consistently listen to and respond appropriately to questions and comments within conversations with both adults and peers</p> <p>Jamie should use pragmatic language skills such as turn-taking, asking questions and listening to others, keeping in mind that people have different interests to him</p> <p>Jamie will initiate age appropriate play and participate in a range of games initiated by others, using turn taking skills</p> <p>Jamie will be able to take an interest in others' feelings, and develop greater understanding of his own feelings</p> <p>Jamie will be able to accurately and effectively recall first hand experiences and tell stories. He should use language to explain events and stories in a logical order, using appropriate vocabulary, word order and a range of connectives, without going off topic.</p>
<p><b>Health and Wellbeing</b></p> <p>Jamie will have a range of physical skills to enable enjoyment in the physical and creative world.</p> <p>He will be confident to take part in activities that he enjoys</p>	<p>Jamie will have a range of physical skills to enable enjoyment in the physical and creative world. He will be confident to take part in activities that he enjoys</p> <p>Jamie will have the confidence to try out new activities (e.g. clubs at school) and say why he likes some more than others. He will be able to choose from and enjoy a range of activities offered</p>

	Jamie will be able to manage his anxieties appropriately and self-soothe rather than with repeat questions, controlling behaviours or fear.
	Jamie will be able to recognise the consequences of his and others' actions, and learn to control his impulses better.
	Jamie will be able to show good control in gross motor movements and imitate and link a sequence of moves in a PE lesson, with visual prompts
	Jamie will take part and enjoy a range of physical activities at school and outside of school (ball games, team games, community activities).
	Jamie will progress his swimming skills in line with his enjoyment of swimming
	Jamie will be able to complete all aspects of self-care as appropriate for his age.

Please note: the education provider is expected to agree the shorter term outcomes plan or other targeted plan within 2 months of issue of the final EHC plan. The shorter term plan will break the Section E outcomes into shorter smart targets to be reviewed at annual review and, if necessary, amended regularly.

## Section F – Special Educational Provision

**The support and activities to achieve the agreed outcomes.** (If child is in or beyond Year 9, please list the provision needed to help them prepare for adulthood and independent living).

Special educational provision (steps and activities to meet the needs in Section B)?	Who will provide support?	How often, when and where will it happen?
<b>Overarching Provision</b>		
<p>In order for Jamie's special educational needs to be supported and his outcomes to be met, he will attend a specialist placement<sup>63</sup> which offers the following:</p> <ul style="list-style-type: none"> <li>• A class size of a maximum of 10-15 children.<sup>64</sup></li> <li>• A high adult to pupil ratio.<sup>65</sup></li> <li>• A well-structured, organised and calm environment with clear explicit expectations, but with a flexible and person-centred approach.<sup>66</sup></li> </ul>		

<sup>63</sup> EP Report 29.0 C & OT Report 87

<sup>64</sup> EP Report 29.0 A & SLT Report 5.16

<sup>65</sup> SLT Report 7.3

<sup>66</sup> EP Report 32.0 A

<ul style="list-style-type: none"> <li>• A distraction-free and as far as is possible, low arousal environment to facilitate Jamie's access to the curriculum and therapeutic interventions.<sup>67</sup></li> <li>• A specialized, bespoke and personalised curriculum with significant levels of attuned and skilled adult support. Language and conceptual ideas must be delivered at a pace that Jamie can realistically access<sup>68</sup></li> <li>• Teachers who have specialist skills, knowledge and experience of working with children with similar needs to Jamie including language disorder and pragmatic difficulties as well as attention and sensory difficulties.<sup>69</sup></li> <li>• A holistic and joined-up approach from a multi-disciplinary team consisting of a Speech and Language Therapist and an Occupational Therapist, this team must coordinate, intervene and support Jamie in a flexible and responsive way and ensure that strategies to support Jamie are effectively modelled, embedded and fully integrated.<sup>70</sup></li> <li>• A specific, focused teaching and therapeutic programme that is consistently implemented by all staff is necessary to ensure that Jamie can make further progress in his functional language and social communication and interaction difficulties.<sup>71</sup></li> <li>• A peer group of a similar age range to Jamie, with similar needs and a broadly similar cognitive level in order to learn alongside, develop a positive sense of self and have an appropriate peer group to socialize with and develop social communication and interaction skills with.<sup>72</sup></li> </ul>		
<b>Communication and interaction</b>		
<p>Jamie will receive a minimum of 60 minutes per week of speech and language therapy, this will be delivered as follows –</p> <ul style="list-style-type: none"> <li>• 1 x 30-minute direct speech and language session per week <ul style="list-style-type: none"> <li>○ this session will be used to support the development of vocabulary, grammar and semantic skills, high-level language concepts, such as inference.</li> </ul> </li> </ul>	<p>HCPC Registered Speech and Language Therapist with experience in supporting pupils with language disorder and associated complex needs.<sup>75</sup></p>	<p>A minimum of 60 minutes per week during the first two terms and a minimum of 30 minutes (either direct language or a social skills group depending on need) during the final term of the year.</p>

<sup>67</sup> SLT Report 7.3

<sup>68</sup> EP Report 29.0 C & SLT Report 7.3

<sup>69</sup> EP Report 29.0 C & SLT Report 7.3

<sup>70</sup> EP Report 29.0 D & SLT Report 7.4

<sup>71</sup> SLT Report

<sup>72</sup> EP Report 29.0 E & SLT Report 7.3

<sup>75</sup> SLT Report 7.6



<ul style="list-style-type: none"> <li>○ The session should also focus on Jamie's speech and expressive language difficulties, at a sentence and narrative level.</li> <li>● 1 x 30-minute direct social skills group of no more than 8 pupils, planned by the treating SLT who should be involved in delivery alongside suitably trained education staff. <ul style="list-style-type: none"> <li>○ This group will need to focus on Jamie's social thinking and interaction skills.</li> <li>○ The group should also help Jamie to cope with the demands of interacting with others and to develop appropriate life skills.</li> <li>○ The focus of the session should aim to develop Jamie's ability to initiate and maintain conversations, sustain friendships and develop effective turn-taking skills in conversation.<sup>73</sup></li> </ul> </li> </ul> <p>The SLT will need to reassess Jamie and provide a report for his Annual Review. A minimum of two and half hours per academic year will be allocated for this purpose, this will be in addition to the time allocated for Jamie's direct provision</p> <p>The SLT will also need to attend Jamie's Annual Review. Ninety minutes per year will need to be allocated for this attendance.<sup>74</sup></p>		<p>A minimum of four hours for work on, and attendance at, the Annual Review.</p>
<p>Jamie should also receive the following indirect package of support from the treating Speech and Language Therapist –</p> <ul style="list-style-type: none"> <li>● The SLT will provide staff training to ensure that Jamie's needs are understood and appropriately met. A minimum of 3 days per academic year should be allocated for this purpose.</li> <li>● Jamie will require speech, language and social communication targets which will be incorporated within Jamie's individual education plan and language programme. The SLT will require 90 minutes per term to update and review Jamie's speech and language programme in liaison with educational staff and Jamie's parents.</li> <li>● The SLT will provide ongoing advice regarding the use of appropriate visual supports for Jamie. This will support Jamie to develop recall, organizational</li> </ul>		<p>Delivered daily as part of a differentiated curriculum</p>

<sup>73</sup> SLT Report p46-48

<sup>74</sup> SLT Report p47-48

and independence skills. He should be encouraged to use visual supports across all environments. This advice will be provided as part of the 90 minutes per term allocated to updated Jamie's speech and language programme.		
<ul style="list-style-type: none"> <li>James should be supported to use systems such as Shape Coding to improve his ability to express himself in grammatical, syntactic and coherent manner.<sup>76</sup></li> <li>Jamie will be supported to identify and explain differing possibilities when he encounters ambiguous or figurative language as part of a structured learning activity.<sup>77</sup></li> <li>Jamie will need to be pre and post taught specific vocabulary to help him recall and apply said language.<sup>78</sup></li> <li>Jamie will need to be taught to use visual systems, such as word webs, to group, compare and contrast curriculum-based words into meaningful semantic categories.<sup>79</sup></li> <li>Jamie will be taught and encouraged to implement problem-solving techniques within social activities. He will need to explain his rationale for making particular decisions to designated members of staff. Jamie needs to reflect and talk through real life issues in relation to emotions/actions/consequence problem solving as they happen or after they happen.<sup>80</sup></li> <li>Jamie will need support to more readily explain how he feels and ask for help. This can be undertaken as part of an emotional regulation programme, which involved a Speech and Language Therapist and other practitioners, such as an Occupational Therapist.<sup>81</sup></li> </ul> <p>Teaching approaches will include:</p> <ul style="list-style-type: none"> <li>Teachers will need to consistently use appropriate visual supports and repetition alongside the chunking of spoken language to support Jamie's significant processing and memory challenges.<sup>82</sup></li> <li>Modified delivery of language, including reduced rate of speech, repetition and breaking information down to simple commands to support language</li> </ul>	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum

<sup>76</sup> SLT Report p45 2b

<sup>77</sup> SLT Report p45 3

<sup>78</sup> SLT Report p44 1a

<sup>79</sup> SLT Report p44 1b

<sup>80</sup> SLT Report p45 4

<sup>81</sup> SLT Report p46

<sup>82</sup> SLT Report 5.16

<p>processing.</p> <ul style="list-style-type: none"> <li>• Use of word banks and 'Word Aware' to support topic vocabulary understanding and use.</li> <li>• Teaching Active listening skills with visual reminders</li> <li>• Teaching strategies to remember longer instructions</li> <li>• Teaching phrases Jamie can use to seek specific help and praise for using specific requests</li> </ul> <p>Additional strategies to include:</p> <ul style="list-style-type: none"> <li>• Encouragement to look at and learn new vocabulary prior to the beginning of new topic areas in order to familiarise himself with words &amp; phrases and also to develop a greater understanding of their meaning. Access to visual representation of the words using Wigit images.</li> <li>• Regular verbal rehearsal in order to recall &amp; consolidate what he has been asked to do – therefore, the use of Talk Partners is especially useful for him, it will also build upon his self-confidence.</li> <li>• Linking of verbal &amp; visual instruction and no more than two verbal instructions at one time initially, to be reviewed termly.</li> <li>• Use of Now and Next Cards and comprehensive visual timetables to support Jamie in navigating and understanding transitions.</li> <li>• Use of a key nonverbal cue that he can give to teachers if he is uncertain about particular concepts. This provides an opportunity for revision of concepts and vocabulary.</li> </ul>		
<b>Cognition and learning</b>		
<p>Jamie will require careful consideration of seating arrangements in the classroom to ensure an optimum position in front of the teacher, whilst being away from distractions (e.g. doors, windows and busy areas) as much as possible.<sup>83</sup></p> <p>It is vital that any reduction in class size is matched with the need to pay careful attention to having high expectations for all pupils and careful attention will need to be given to Jamie to ensure work is at the right level to move forwards in the curriculum.<sup>84</sup></p> <p>Teaching staff should provide Jamie with the following –</p>		<p>Delivered daily as part of a differentiated curriculum</p>

<sup>83</sup> EP Report 29.0 X

<sup>84</sup> EP Report 29.0 B

<ul style="list-style-type: none"> <li>• Instant positive feedback for engaging in activities and for good attention control and listening skills<sup>85</sup></li> <li>• Activities which reflect his sense of curiosity and intrinsic motivation wherever possible, whilst gradually extending wider as appropriate<sup>86</sup></li> <li>• Experimental learning using 'real life' experiences and meaningful person-centred approaches which are concrete rather than abstract.<sup>87</sup></li> <li>• A curriculum which allows opportunity for over-learning and revising previously learned material.<sup>88</sup></li> <li>• Highly structured, clear and predictable routines and boundaries with explicit instructions.<sup>89</sup></li> <li>• Activation of topic knowledge (including the pre-teaching and post-teaching of vocabulary related to the topic) before introducing new topics or units of work.<sup>90</sup></li> <li>• Staff working with Jamie must, where possible, reduce or support working memory loads (reduce the amount of material to be remembered, increase the meaningfulness and familiarity of the material, simplify mental processing, and restructure complex tasks.<sup>91</sup></li> <li>• Multi-sensory teaching methods should be employed as often as possible, capitalising on visual methods.<sup>92</sup></li> <li>• Jamie will need a clear visual daily timetable in place every day. This will need to be broken down into a 'first and then' strip with visuals.<sup>93</sup></li> <li>• Jamie requires a task management board (e.g. whiteboard) to help breakdown and organise tasks visually.<sup>94</sup></li> <li>• Texts and reading materials must be checked to ensure they are within Jamie's reading comprehension ability and provide a 'next step' of challenge without being beyond the skills to read and comprehend. These texts must also be enjoyable, stimulating and motivating for Jamie.<sup>95</sup></li> </ul>		
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<sup>85</sup> EP Report 29.0 F & BB

<sup>86</sup> EP Report 29.0 H

<sup>87</sup> EP Report 29.0 I

<sup>88</sup> EP Report 29.0 J

<sup>89</sup> EP Report 29.0 K

<sup>90</sup> EP Report 29.0 L

<sup>91</sup> EP Report 29.0 EE

<sup>92</sup> EP Report 29.0 M

<sup>93</sup> EP Report 29.0 HH

<sup>94</sup> EP Report 29.0 II

<sup>95</sup> EP Report 29.0 O

<ul style="list-style-type: none"> <li>• Use of a personalised spelling log, word banks and spell checkers, plus use of cued spelling techniques and S-O-S spelling strategies.<sup>96</sup></li> <li>• Instructions given to Jamie must be single-step and supported with visual approaches and adult guidance. Instructions should be single-level and prefaced with Jamie's name.<sup>97</sup></li> <li>• Scaffolding, modelling and mediation of executive functioning skills, both within a group and individually, with flexible teaching support to respond to, and support this, when required.<sup>98</sup></li> <li>• Jamie requires the use of hi-lo reading books. These have high interest and low reading level.<sup>99</sup></li> <li>• Jamie will require the use of a personalised spelling log, word banks, dictionaries and spell checkers. Jamie requires cued spelling techniques and the use of S-O-S spelling strategies (Simultaneous Oral Spelling).<sup>100</sup></li> <li>• Adults will need to teach and model metacognitive thinking strategies to help Jamie with planning, monitoring and evaluating work.<sup>101</sup></li> <li>• Reminders of tasks in a concise and visually supported way.<sup>102</sup></li> <li>• Jamie will require frequent and regular changes of activity and a carefully structured timetable.<sup>103</sup></li> <li>• Tasks must be broken down into manageable 'chunks'.<sup>104</sup></li> <li>• Reduce or support working memory loads and reduce these wherever possible.<sup>105</sup></li> <li>• Allow more, and longer, pauses during instruction, to provide Jamie with more processing time than usual.<sup>106</sup></li> <li>• Access to and support with using mind maps to help organise thoughts and ideas for work including assignments and revision.<sup>107</sup></li> </ul>		
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<sup>96</sup> EP Report 29.0 Q

<sup>97</sup> EP Report 29.0 U & CC

<sup>98</sup> EP Report 29.0 V

<sup>99</sup> EP Report 29.0 R

<sup>100</sup> Ep Report 29.0 Q

<sup>101</sup> EP Report 29.0 N

<sup>102</sup> EP Report 29.0 W

<sup>103</sup> EP Report 29.0 Y

<sup>104</sup> EP Report 29.0 Z

<sup>105</sup> EP Report 29.0 EE

<sup>106</sup> EP Report 29.0 FF

<sup>107</sup> EP Report 29.0 GG

<ul style="list-style-type: none"> <li>Jamie will require a patient and supporting approach. He needs additional support with engagement in activities and this will include the use of visual checklists to organise tasks and check work.<sup>108</sup></li> <li>'Concrete' and 'practical' resources in all maths lessons to help to consolidate mathematical understanding and provide the support Jamie requires, this will include the following: multiplication square, number lines, place value grid, fraction visuals, base ten sets, Numicon etc.<sup>109</sup></li> <li>Additional resources to be provided in extended writing tasks which help 'scaffold' work in some way. This will need to include a selection of appropriate resources such as word banks, mind-maps, writing frames, story boards, sentence completion tasks, etc.<sup>110</sup></li> </ul>		
Jamie requires an ongoing literacy intervention to develop literacy skills to at least the point of a functional level of literacy. Skills developed during this support should be embedded within practical work.	Either a Teacher or Teaching Assistant with oversight from a qualified teacher.	One hour per week, to be delivered in 3 sessions of at least 20 minutes. Group sizes of no more than 5 children. <sup>111</sup>
<p>Strategies to support learning:</p> <p>Daily access to a personalised curriculum, broken down into small, manageable chunks (initially 15 minutes with the goal of increasing the time in small steps of 5 minutes) to support Jamie to access his learning. He will require the use of visual (e.g., pictures, photographs), and concrete (e.g., cubes) resources to support him to understand new learning concepts, tasks, and activities throughout the day. Jamie will require his school day to be broken down with the use of a visual timetable, 'now' and 'next' boards, and visual timers (e.g., sand timers), to support his understanding of his daily routines and to provide him with a visual boundary for how long he is expected to engage in learning.</p> <p>Daily access to adult support throughout the school day to support Jamie through the use of repetition, modification of instructions, modelling, and scaffolding learning tasks to support him to engage and access learning tasks across the curriculum. Jamie will require support at the beginning of each learning task and activity to help him to organise the materials, check his understanding, and initiate learning tasks with the goal of increasing his independence. He will require support from a teaching assistant to act as a reader or scribe where literacy demands exceed his current ability. This</p>	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum

<sup>108</sup> EP Report 29.0 AA

<sup>109</sup> EP Report 29.0 S

<sup>110</sup> EP Report 29.0 T & SLT Report 5.26

<sup>111</sup> EP Report 29.0 P

<p>should be reviewed on a half-termly basis with the goal of increasing Jamie's independence.</p> <p>Daily access to learning breaks after each activity throughout the day to support Jamie to feel regulated, ready to learn, and provide him with opportunities to engage in physical movement.</p> <p>Use of clear, simple language when explaining learning tasks and giving instructions with the use of visual information to support understanding, such as demonstrations, modelling, diagrams/pictures and written information or instructions. Verbal information to be presented in small chunks and allow additional time to process information, respond to questions, and complete work. Jamie will need to repeat instructions back to adults in order to ensure that he has processed information.</p> <p>Use of Colourful Semantics approaches to support Jamie with reading and writing, i.e., through developing his vocabulary, sentence structure, comprehension, and use of nouns, verbs, prepositions, and adjectives.</p> <p>Daily reading high interest, interactive books with an adult. Adults to ask Jamie questions about the text when reading to ensure that he has opportunities to demonstrate his understanding and comprehension of the text.</p> <p>Access to a laptop during lessons with specific teaching and access to 'speak to type software' or a scribe to support Jamie's ability to construct meaningful pieces of writing in school. Jamie will require opportunities to develop touch typing, editing, and spell-checking skills. Jamie will also require the use of word banks, sentence starters, and mind maps to further support him with writing tasks. The use of a scribe should be reviewed on a half-termly basis with the goal of increasing Jamie's independence.</p>		
<p>Interventions to support learning:</p> <p>Inclusion in a pre-teaching intervention so that Jamie is exposed to key vocabulary before he is expected to apply this in his learning. Use of visual cards will support his understanding of new vocabulary and learning concepts</p>	<p>TA/LSA or equivalent, trained in delivering intervention, overseen by a qualified teacher/SENDCo</p>	<p>15 minutes daily</p> <p>Interventions to be reviewed at least every term by SENDCO, parent. young person (as appropriate)</p>
<p>Inclusion in an evidence-based literacy intervention, such as Catch Up Literacy. Jamie will require a highly visual approach, e.g., through the use of flash cards with key vocabulary and pictures</p>	<p>TA/LSA or equivalent, trained in delivering intervention, overseen by a qualified teacher/SENDCo</p>	<p>30 minutes daily</p> <p>Interventions to be reviewed at least every term by SENDCO, parent. young person (as appropriate)</p>

Inclusion in an evidence-based Maths intervention, such as Catch Up Numeracy	TA/LSA or equivalent, trained in delivering intervention, overseen by a qualified teacher/SENDCo	30 minutes daily  Interventions to be reviewed at least every term by SENDCO, parent. young person (as appropriate)
<b>Social, emotional and mental health</b>		
Jamie will require a well-structured, organised and calm learning environment with clear explicit instructions, but with a flexible and person centred approach.		Delivered daily as part of a differentiated curriculum
Social situations and conventions will need to be taught explicitly and this can best be done through social stories and comic strip conversations, this should include social stories focused on reducing anxiety and developing social understanding.	A Teacher or Teaching Assistant who as appropriate skills and experience in these methods.	30 minutes per week to be delivered one to one or in a small group of no more than 5 children. <sup>112</sup>
Jamie will require an emotional literacy and emotional regulation curriculum, such as Zones of Regulation curriculum, and related approaches to help to develop a better understanding of their own emotional world and to develop emotional regulation skills.	A suitably qualified and experienced practitioner. <sup>113</sup>	Delivered daily as part of a differentiated curriculum
Jamie requires a social thinking intervention (such as the interventions by Michelle Garcia Winner).		Once a week for at least 30 minutes in a small group of no more than 5 children. <sup>114</sup>
Jamie will require regular 'check ins' with an empathic and attuned member of staff. Jamie will need to be provided with visual emotion cards and the availability of a key person in order to help to communicate feelings so that he does not become too upset or distressed, and has an appropriate way of expressing emotions.	A designated key person	5 minutes each time. <sup>115</sup>
Jamie will require positive, sympathetic, caring and knowledgeable management strategies that aim to help Jamie to develop social confidence and skills, and facilitate social inclusion. This will include support when faced with situations that Jamie finds challenging and specific coaching to develop social skills. <sup>116</sup>		Delivered daily as part of a differentiated curriculum

<sup>112</sup> EP Report 32.0 D

<sup>113</sup> EP Report 32.0 E

<sup>114</sup> EP Report 32.0 J

<sup>115</sup> EP Report 32.0 I

<sup>116</sup> EP Report 32.0 B



Jamie will require the use of low-demand strategies and scripts in order to effectively engage in learning and development, including the careful use of scripts (including declarative language) to encourage engagement, such as “I wonder how...”		Every activity throughout the day <sup>117</sup>
Jamie will require consistent routines and timetable with opportunities to experience planned and managed change in a safe way. Any changes must be prepared for in advance and this must be done visually.  Stability and consistency in rules, routines and rewards will be required to help Jamie to internalise structure for life and help personal organisation. <sup>118</sup>		Delivered daily as part of a differentiated curriculum
Jamie needs explicit teaching of the language and meaning of emotions. This must be a routine part of the curriculum and supported by the use of fictional material, such as stories, as well as with reference to real-life situations. <sup>119</sup>		Delivered daily as part of a differentiated curriculum
<ul style="list-style-type: none"> <li>Take part in turn-taking games and activities with adults and peers so that Jamie is interacting with other children understanding and enjoying social relationships and learning how to make friends</li> <li>Ensure playtimes are supervised to minimise risk of bullying; and/or use of peer buddy systems to support access to supervised activities</li> </ul>	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum
Use of Social Stories and Comic Strip Conversations to support Jamie's understanding of strategies and resources he can use to respond to situations that he finds anxiety provoking.	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum
Use of Zones of Regulation or similar visual approach as well as solution focussed thinking and positive reframing to support Jamie in understanding his emotions and sharing feelings with adults, and to identify strategies that he can use to help regulate and manage his emotions and maintain a calm alert state for learning.	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum
Inclusion in a small social skills group in order to support Jamie to initiate interactions with his peers and develop and maintain peer relationships. Social skills groups could focus on turn-taking during conversations, conversation starters, breaking down interactions, and managing social conflict.	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	30 minutes, weekly
<b>Physical and sensory</b>		
Jamie requires frequent intervention from an Occupational Therapist who will, advise on environmental and task adaptations, put in place sensory programmes and sensory tools to use in school to support sensory	HCPC Registered Occupational Therapist	A minimum of 8 hours per term, 24 hours per year to be delivered individually

<sup>117</sup> EP Report 32.0 C

<sup>118</sup> EP Report 32.0 F - G

<sup>119</sup> EP Report 32.0 H

<p>regulation and work directly with Jamie to help him develop sensory integration abilities.<sup>120</sup></p> <p>Jamie requires a minimum of 8 hours per term of direct Occupational Therapy intervention. These sessions should include time for liaison with an allocated member of the education team to ensure strategies are effectively integrated within the classroom.</p> <p>Occupational Therapy intervention should be available on-site and delivered in an integrated manner, the OT should work in close collaboration with the teaching team and other professionals in developing a programme to meet Jamie's sensory and physical needs.<sup>121</sup></p>		<p>or in small groups.<sup>122</sup></p>
<p>The Occupational Therapist needs to devise a therapeutic programme that can be implemented across the school day by the class team to support fine motor, gross motor, sensory processing, and functional learning skills.</p>	<p>Programme to be devised by the Occupational Therapist and delivered across the school day by teaching staff</p>	<p>An hour per term should be allocated to allow the Occupational Therapist time for development, monitoring and amending programmes as necessary.</p>
<p>Time should be allocated for the occupational therapist to prepare for Jamie's Annual Review i.e. reviewing his progress, discussion with staff and Jamie's parents and preparing a written report for the Annual Review, and attendance at the meeting.</p>		<p>Two hours per annum<sup>123</sup> for preparation and ninety minutes per annum for attendance.</p>
<p>Jamie needs to follow a structured touch-typing programme. Advice should be sought from the occupational therapist and or specialist literacy teacher when choosing a programme.<sup>124</sup></p>		<p>3 x 15 minute sessions per week</p>
<p>Jamie will require a modified sensory environment which accommodates any sensory processing needs.</p> <p>Jamie requires movement breaks as often as he needs them; this will require prompting throughout the day.</p> <p>Noise levels must be kept to a minimum where possible and practicable.</p> <p>Jamie will need consideration regarding 'loud' environments (e.g. music, machinery, assembly, fire alarm etc.) and these will need to be minimised, or adjusted where possible.</p> <p>Jamie will require alternative recording strategies wherever</p>		<p>Delivered daily as part of a differentiated curriculum</p>

<sup>120</sup> OT Report 45

<sup>121</sup> OT Report 88

<sup>122</sup> OT Report p17

<sup>123</sup> OT Report p18

<sup>124</sup> OT Report 84

possible including (but not limited to) use of laptop and speech to text software and apps and the provision of a scribe. Jamie will need to be supported to trial such approaches and make decisions about which are the most personally effective. This will be required in classwork and examinations throughout the school day. <sup>125</sup>		
Advice from an occupational therapist is necessary to work in collaboration with his teacher to consider how visual information is presented, whether this is on paper or on the whiteboard. Jamie is likely to need some adjustments, such as ensuring that all visual information is presented in a clear and uncluttered way and previous lesson information is removed from the whiteboard for the next lesson. <sup>126</sup>		Delivered daily as part of a differentiated curriculum
Jamie requires additional support in PE and similar subjects in order to follow instructions and organize his body for movement. He will need to practice skills more than others and learn them in a step-by-step fashion to accommodate his motor planning difficulties. <sup>127</sup>		Delivered daily as part of a differentiated curriculum
Inclusion in a handwriting intervention programme, such as Printing Like A Pro	TA/LSA or equivalent trained in delivering the intervention overseen by a qualified teacher/SENDCo	15 minutes daily  Interventions to be reviewed at least every term by SENDCO, parent. young person (as appropriate)
Activity programme to improve his gait and ability to participate in sports, delivered by education setting staff based on recommendations from Physiotherapist.	TA/LSA or equivalent overseen by a qualified teacher/SENDCo	Delivered daily as part of a differentiated curriculum

## Section G – Health provision

**The support and activities to achieve the agreed outcomes.** (If child is in or beyond Year 9, please list the provision needed to help them prepare for adulthood and independent living).

How will the health provision be funded?	NHS England
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<sup>125</sup> EP Report 31.0 B-F

<sup>126</sup> OT Report 48

<sup>127</sup> OT Report 83

Health provision (steps and activities to meet needs in Section C)?	Who will provide support?	How often, when and where will it happen?
Individual therapy sessions to support understanding and regulation of his feelings and emotions	CAMHS Psychotherapist (in school or clinic)	45 minutes weekly in term time Frequency of input and reviews to be agreed with family
Physiotherapy reviews in clinic	Physiotherapist, Royal Free	Reviews to be agreed with family in line with Audit of Need

## Section H1 – Social care provision

**The support and activities agreed to meet the assessed needs of a disabled child or young person**  
e.g. practical assistance in the home, adaptations to the home. (If child is in or beyond Year 9, please list the provision needed to help them prepare for adulthood and independent living).

How will the social care provision be funded?	Local Offer
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Social care provision (steps and activities to meet needs in Section D)	Who will provide support?	How often, when and where will it happen?
None identified at the current time. Care needs can be met through support from his family and accessing universal services (Local Offer)		

Any social care provision which must be made for a child or young person under 18 resulting from section 2 of The Chronically Sick and Disabled Persons Act 1970 (CSDPA). This may include services provided for parents/carers of disabled children following an assessment of their needs.

## Section H2 – Social care provision

**Any other social care provision identified through early help, children in need and safeguarding assessments, including short breaks and adult social care provision.**

(If child is in or beyond Year 9, please list the provision needed to help them prepare for adulthood and independent living).

Social care provision (steps and activities to meet needs in Section D)	Who will provide support?	How often, when and where will it happen?
None identified at the current time. Care needs can be met through support from his family and accessing universal services (Local Offer)		

Services provided for young people over 18 under The Care Act 2014. Section H2 must only include services which are not provided under section 2 of The Chronically Sick and Disabled Persons Act 1970.

## Section I – Placement

Type of educational setting (must only be stated in the final plan).	Name of provider (must only be stated in the final plan).
Until July 2024, a primary mainstream school	Kentish Town School
From September 2024, a secondary mainstream school	Abingdon House School

## Section J – Personal budget

No provision in this plan to be provided through a personal budget at this time.

## Section K – Advice and information

### Reports and assessments used to develop this plan

When assessing a child's special educational, health and care needs evidence and advice were taken into account and are available on request. These could include: assessment reports, CAF, school IEP plan, additional planning materials.

Report / assessment title	Name of person who wrote the report / assessment	The role or job of that person (delete and amend as required)	Date it was written	Attended the EHC planning meeting Yes/no
Parental Report for Annual Review	Sheila & Nigel Clark	Parents	17.10.23	
Child's View of Progress for Annual Review	Jamie Clark	Young person	18.10.23	
Annual Review meeting report and school reports	Grant Jacobson/ Johnny Chapman	Deputy Head, Kentish Town School/ Class Teacher	10.10.23	
Psychological Advice & Review, Camden Educational Psychology Service	Theo Ogbonna-Marks	Educational Psychologist	22.09.23	
Educational Psychology Report	Hannah Abrahams	Educational Psychologist	19.01.23	
Royal Free London Occupational Therapy Annual Review Report	Carolina Cordero	Occupational Therapist	20.06.23	
Camden Language and Communication Service Speech and Language Therapy Annual Review Report, and ACE assessment	Philippa Summers	Speech and Language Therapist	12.10.23 and July 2023 (ACE)	
Parental representations in response to amended proposed EHCP	Sheila & Nigel Clark	Parents	12.5.22	
Parental Report for Annual Review	Sheila & Nigel Clark	Parents	21.11.21	
Child's View of Progress for Annual Review	Jamie Clark	Young person	November 2021	
Annual Review meeting report and school reports	Grant Jacobson	Deputy Head, Kentish Town School	5.12.21	
Occupational Therapy Annual Review Report	Shona Boltin	Occupational Therapist	15.11.21	

<b>Report / assessment title</b>	<b>Name of person who wrote the report / assessment</b>	<b>The role or job of that person (delete and amend as required)</b>	<b>Date it was written</b>	<b>Attended the EHC planning meeting Yes/no</b>
Speech & Language Therapy Annual Review Report	Emma Hancock-Taylor	Speech & Language Therapist	17.11.21	
CAMHS State of Mind Assessment	Maria-Chiara Zappa	Child and Adolescent Psychotherapist	1.12.20	
Annual Review meeting report and other reports	Grant Jacobson and others	Deputy Head, Kentish Town School	December 2020	
Blossom House Lower School: Six monthly review report	Joanna Burgess Balazs Vida Tania Crampton-Hayward Belinda Skordis	Head of House & Manager Occupational Therapist Early Years Teacher Speech & Language Therapist	June 2017	Juliette Burgess (previous head) yes
Psychological Advice	Dr Patricia Cuckle	Educational Psychologist	29.2.16	Yes
MOSIAC: Multi-Disciplinary Report (draft)	Alison Butterworth Melissa Zimmel Natalie Hamilton	Occupational Therapist Physiotherapist Speech and Language Therapist	Undated (April 2016)	Alison Butterworth-yes
Bright Horizons: Letter, reports, IEPs, Communication & Interaction checklist	Rebecca Fergus	Nursery Manager	Undated (October 2015)	No
Developmental Review report	Dr Elijah	Cognitive Neuropsychologist	02.02.17	No
Neurodevelopmental Assessment	GOSH		September 2016	n/a
Physiotherapy Audit of Need	Frankie Harrison	Physiotherapist	19.7.17	



## Agreement date and review arrangements

Within 2 months of issue of the final EHC plan, the headteacher or principal of the school, college or institution named in the EHC plan should ensure that a meeting is held to set shorter term plans and targets for the coming year to address the outcomes in part E of this plan. The meeting should involve those working with the child or young person, in consultation with them and their parents. A copy of these short term targets should be sent to the local authority and appended to the copy of the EHC plan in school so that regular progress monitoring is always considered in the light of the longer term outcomes and aspirations that the child or young person wants to achieve.

Shorter term plans and targets can be reviewed and, if necessary, amended regularly to ensure that the child or young person remains on track to achieve their outcomes and longer term aspirations specified in their EHC plan.


The first review must be held within 12 months of issue of the final EHC plan, and then within 12 months of any previous review. Local authorities should consider reviewing an EHC plan for a child under five at least every three to six months to ensure that the provision continues to be appropriate. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. Reviews should normally be held at and led by the educational institution attended by the child or young person.

The child's parents or young person and other individuals relevant to the review should be invited and any advice and information sent to all those invited at least two weeks before the meeting.

The school (or, for another institution, the local authority) must prepare and send a report of the review to everyone invited within two weeks of the meeting.

Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended.

If a child or young person's SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

<b>Date of last Annual Review meeting</b>	17.10.23
<b>This Amended EHC plan issued on 10.01.25 replaces the original EHC plan issued on 08.02.24</b>	10.01.25
<b>Signed by authorised officer</b>	 Connor McMahon Assessment & Case Coordinator
<b>The people who will be involved in monitoring and reviewing the plan at annual review</b>	Parents Jamie Education provider Professionals supporting Jamie Assessment & Case Coordinator
<b>The next annual review must be held no later than and annually thereafter:</b>	10.01.2025

Each service will be responsible for reviewing their part of the plan and may hold more frequent reviews of particular parts of the plan. This will be reflected in the annual review of the plan.