

**EDUCATION HEALTH AND CARE PLAN**

Preparing for Adulthood

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| **Name:** | Faith Awesome |
| **I like to be known as:** | Faith |
| **Photo:** |  |
| **Date of Birth:** | 19/11/1995 |
| **Parent(s)/Carer(s):** | Mr and Mrs Awesome |
| **Preparing for Adulthood Coordinator:** |  |
| **Care Manager:** |  |
| **Date of proposed EHC Plan:** | 04/12/14 |
| **Date final EHC Plan agreed:** |  |
| **Scheduled review date:** |  |
| **Version number:** | 4 |

**Section A: The views, interests and aspirations of Faith and his parents**

**What people like and admire about me:**

Faith is a very energetic, lively young man who thrives on busy, active pursuits. Faith loves to go out and enjoys anything that is active, outdoors, and involves being outside. Faith enjoys life to the full and is always willing to try new activities or tasks.

Faith is 19 years old, and is a popular member in Year 14 at Parkwood Hall School, where he is sociable and friendly. Faith is a cheeky young man who greets everyone with a smile. He enjoys the company of others and tries to communicate with new and familiar people alike.

Faith also enjoys music, performing arts and computers.

Faith lives at home with his mother and father, who are his main carers, and his older brother Happy. Faith is very caring and loving.

Faith is at the heart of family life and when happy and relaxed is a joy to spend time with. Faith loves to wind people up and has a wicked sense of humour.

Faith has good reading and writing levels and uses these skills to help manage his anxieties and support his understanding.

Faith is very meticulous and loves to tidy up!

**What is important to me:**

* My Family; my Mum, Dad, my Brother Happy
* My diary; I need routine, to know what is happening and when
* I like going to school and joining in all their activities
* Physical exercise; I enjoy swimming, cycling, trampolining, walking
* My environment; I like calm, quiet and open spaces
* Church and joining in activities with my friends
* Social stories to help me understand

**My life aspirations:**

Due to the nature of his disability, Faith is not able to process the concept of the future. Faith is aware that he will be leaving school in July 2015 and talks about going to college.

**My families aspirations for me:**

Faith can become extremely anxious about the future and change to his routines. Both Faith's parents and school staff acknowledge that Faith needs to be supported through his transition to college.

Mr and Mrs Awesome would like Faith to develop his Independent Living Skills, including basic self-care and functional skills in order that Faith can live independently of the family home in the future.

We would like to continue to develop his communication and social skills so that he becomes less dependent on those that understand him well and is able to engage in activities with his peers.

We would like to continue to explore and enjoy opportunities for Faith to be active as this is crucial to his wellbeing and mental health and reduces his anxieties.

We would like to develop strategies to manage his routines and anxieties in order that he learn to accept change in his life.

**My experiences and achievements:**

* Faith was awarded the Jack Petchey Award for Outstanding Achievement in 2008 by school for the way he had learned to manage his behaviour
* Faith is a Young Adviser
* Faith enjoys playing in the school steel band
* Faith has participated in school productions and the Shakespeare Schools Festival.
* Faith enjoys attending K College one day a week where he is undertaking a course in Music.
* Faith has enjoyed being part of a number of school trips including Disneyland Paris. camping and a residential performing arts course.
* Faith is willing to try new activities.

**How I communicate and make decisions:**

**From Faith**

* Faith finds it hard to use a range of spontaneous and appropriate sentences in order to express himself. At school he will use some ‘set-phrases’ or echo back what might have been said to him. He is keen to engage when he meets people, but might not use the most appropriate methods of greeting people or expand the conversation.
* Faith is able to form opinions on what he likes and don’t like, but can find it hard to express these when using verbal methods alone. He finds it hard to use spoken language spontaneously to fulfil a wide range of different uses, he will often wait, or need, to be prompted into speaking which reduces the spontaneity and accuracy of what he wishes to express.
* He may repeat back sentences and questions which are said to him. This is both immediate and delayed echolalia. It can be easy to ‘over-assume’ what he has taken in and understood as a result of this. Sometimes not using large amounts of speech with him and supporting his understanding with visual resources is most effective.
* Faith is compliant and so may appear to be coping with change but really he is finding this very difficult and is not able to express this.

**To Faith**

* Faith requires visual resources throughout the school and home day. These will help him in a number of areas, including: showing him how much work needs to be done, what will happen after he has finished working, what activities are happening ‘now and next’. The use of ‘ad-hoc’ resources using just a pen and paper are often just as effective as more ‘ready-made’ materials.
* Offer Faith a range of cuesin order to help him give a more spontaneous response (but be aware of his tendency to repeat back what has just been said). You might give him a sentenceto completein which the words he might use are prompted by the words which are given before, e.g. ‘I like going on the rides because they.......’; ‘today the weather is.....’.
* Use Sign-along signs to help ‘nudge’ him into producing speech, especially if you are aware of what it is he is trying to say.
* Shape some of his behaviours he already uses into gradually more and more acceptable forms, i.e. if he is looking to ‘touch thumbs’ with you and greet you with; ‘hello, how are you?’ we would NOT touch thumbs but shake hands in the appropriate way, possibly repeating back the question to him and not leaving until he answers. Alternatively, you might not give him the ‘positive reinforcement’ of shaking hands until you choose a different sentence starter (e.g. you might ‘look’ out at the snow coming down outside to see if he comments on this or offer some alternatives: “Faith, you could ask, ‘what have you done this morning?’ or ‘what are you doing later?’”)
* He already has a number of visual resources which he carries with him or has in his class to help his express himself. Ensure that he use these frequently by setting up opportunities in which he has to use them. You might show him a series of emotions picture/photos and match them to the feelings symbols he has on his key-ring. When he appears to be particularly worried, upset or scared; you might direct him to his feelings key ring and offer some of these symbols as possible emotions he is feeling, e.g. ‘Faith I think you seem ‘worried’ (pointing to the correct symbol), you show me how you are feeling’.
* Encourage him to talk about a wider range of topics by ensuring that he has access to his ‘communication passport’ at all times. Add new ideas, favourite things and possible conversational sentences to this to ensure it remains relevant and useful.

**Essential information you need to know about me:**

* Anxiety is central to Faith’s experiences of the world (everything that happens to Faith adds to his anxiety)
* Faith will present as if he is coping. He finds it difficult to communicate his feelings.

He requires a feelings chart to enable him to express his moods and feelings and to deal with his worries

* Faith has obsessive behaviours, he wants things in correct place and order
* Faith is sensitive to noise and often has ‘Sensory Overload’
* Faith will show signs of stress and anxiety by biting his nails, removing toenails, pulling threads out of his socks and picking at wounds (in the past also pacing the room and banging his chest) and controlling his environment
* In extreme circumstances Faith can display inappropriate impulsive behaviours such as kicking furniture and lashing out at others.
* Faith does not like not knowing what‘s going to happen otherwise this will increase his anxiety levels
* Faith needs to be told of any changes beforehand. He is now working towards showing signs of being more flexible. His family and current school use a weekly diary to support him to do this.
* Faith is able to memorise calendar events, it will be helpful for him to know what’s happening in advance although this can make him obsessive about knowing a long time in advance about what is going to happen
* Faith requires support around communication (speaking and listening). He loses concentration if the conversation is not personal to him and is quite often unaware of people speaking to him in a group/busy environment.
* If Faith does not understand something that is said to him, he cannot express this therefore he always needs assistance when somebody is speaking to him, especially if it is a stranger or person uses vocabulary or phrases that he is unsure of. He will answer in a way that can give the impression that he has understood and this makes him very vulnerable with people that do not know him well.
* Faith will struggle to follow a conversation if it has a mix topics e.g. if you ask him for his name and age he is able to follow the conversation. However if expecting this and so the question may need to be repeated. He uses learnt, familiar phrases which he repeats when talking to different members of staff at his current school.
* Faith can become very repetitive in a conversation
* Faith will reply “Yes” to everything or repeat last thing said to him, but can respond correctly if he is asked the right open questions
* Faith can be solitary, therefore he requires support to interact and develop meaningful relationships with his peers.

**How I have been involved in my plan:**

Faith was present at some of the meetings with his Mum and Dad. I conducted observations at school and attended his annual review meeting, where his long term goals and outcomes were discussed, it was however based on the views and opinions of those who have worked with him for a long time and/or know him well.

**My History:**

Faith was born on 19th November 1995 in Farnborough Hospital. Faith has a diagnosis of Autism and Severe Learning Disability of which he was diagnosed at around the age of four at the Phoenix Centre.

He has an older brother Happy who lives at home with him and his parents. Faith has a small network of support including his Grandmother. Faith lives in a cottage in St Mary Cray.

Faith has always been in specialist education. He attended Crofton Infant School from September 2000 to July 2003. He moved to Poverest School in September 2003 but was excluded in May 2004 and this placement broke down. This is because Faith was unable to cope with both the physical environment (gates, locks, confined spaces) and other students who also had severe autism and challenging behaviour. In September 2004, Faith started at Parkwood Hall School which is a co-educational specialist school where he is currently in his final year. Faith is due to leave in July 2014.

Faith is a weekly boarder at Parkwood Hall School in Swanley. Faith started to board when he was 16 years old. Faith has thrived in this environment and benefited considerably from the activities that a waking curriculum can offer. He used to access Hollybank for his Short breaks. This was changed and was an allocated a set amount of days at Riverside club when he started boarding at Parkwood Hall School.

Currently Faith accesses Treetops Short Break provision at Parkwood Hall for his short breaks. This is funded by direct payments.

**My Friends:**

Faith is a popular member of Parkwood Hall School. Faith enjoys being in the company of others but can be quite solitary as he does not tend to seek friendship. However, he is keen to meet new people and is happy in his own company. At school, he has the opportunity to go out with his peers.

When Faith plays with his peers, he can be impatient and hurry his turn to get the game finished quickly as possible. He needs encouragement and support to develop meaningful friendships.

At home, Faith attends the Youth Group for young people at Church but is supported by his Mum or Dad to do so.

**My Family:**

Faith lives at home with his family, Mum Dad and Older Brother Happy. Happy has a diagnosis of pervasive development disorder and struggles with social skills and social communication. He also requires a considerable amount of support which makes added pressure for the parents.

Mum and Dad work full time. Faith’s Mum and Dad are his primary carers. He has a close relationship with his family and it is important that he is supported to maintain this as he prepares for adult life.