



EDUCATION, HEALTH AND CARE PLAN FOR:



Jenson Carr

Proposed Plan	06.09.2021
Final EHCP	27.09.2021
Final Amended	31.03.2022
Scheduled Annual Review	

In accordance with the Children and Families Act 2014, the following Education, Health and Care Plan is made by Surrey County Council ('the local authority') in respect of Jenson whose particulars are set out below.

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General information:

Surname:	Carr	First name:	Jenson
Preferred name:	Jenson	DOB:	04/08/2015
Gender:	Male	Religion	Information not provided
Looked after child:	No	If yes, to which Local Authority	N/A
Address:	South Hawke, The Ridge, Woldingham, Caterham, Surrey CR3 7AX		
Current school or setting:	St Marys C of E Primary School, Oxted	Unique Pupil No (UPN):	M936338019011

Parent/carer: (1)	Rebecca Hazell	Relationship to child/young person	Mother
Contact details of parents/carers:	H: M: 07939 722715 W:	Email:	Becky_hazell@yahoo.co.uk
Address: (if different from above)	N/A		
Parent/carer: (2)	Adam Carr	Relationship to child/young person	Father
Contact details of parents/carers:	H: M: W:	Email:	
Address: (if different from above)	N/A		
Name of person/s with parental responsibility	Rebecca Hazell and Adam Carr		
Contact details person/s with parental responsibility:	H: M: 07939 722715 W:	Email:	Becky_hazell@yahoo.co.uk
Address:	South Hawke, The Ridge, Woldingham, Caterham, Surrey CR3 7AX		

Language used at home: (state if an interpreter is needed)	English	Preferred way of communicating: (e.g. signing)	Spoken
GP name and address:	Elizabeth House Medical Practice, Limpsfield Road, Warlingham Surrey	Child/young person's NHS No:	713 444 9211

SECTION A: The views, interests and aspirations of Jenson and his parents (*detail exactly how views were gathered*).

Jenson's Profile

My history

Jenson has had an easy and non-eventful life. My pregnancy and birth were very normal, and I had no issues. We have lived in the same house since he was born, his older brother and sister used to stay with us regularly when he was younger. We have a large house with lots and lots of outside space.

As a baby Jenson never liked to be held and always wanted to stand up, even when he was very small. He would never sit on your lap or sit still at a table, he always had to be in his highchair to eat otherwise, he would be running off. When he was younger, we used to attend playgroups and tumble tots' classes. At these classes he would always be interested in the adults rather than any of the children who attended. He would never sit still at any of the classes, he was always running around. I choose not to attend classes like rhyme time at the local library as I knew he would not sit still or listen to the story and this would disrupt all the other children. He never liked to get dressed and I used to have to force him to or it was a real struggle.

He loved food from a young age and likes to eat most things these days. He does struggles if you give him a choice of food but then will also moan at whatever you make for him. I think this a control issue as he hasn't chosen it. He will almost always eat it in the end.

He has always needed to be in control, he would never hold my hand when walking along the street, and he was never happy sitting in the buggy. He would put his feet on the floor so I could not move it. Small things would make him terribly angry when he was younger, for example if I flushed the toilet because he wanted to do it, he would scream and shout at me and storm off. I could never discipline him or tell him off as nothing would ever work or cause a reaction.

He started nurseery at 8 months old, doing two days a week and gradually over time attending more days. He was early at meeting all his milestones, he was walking at 11.5 months and started talking very early. He was always very lively and active at nurseery, but this was put down to him being a happy and energetic boy. Early on at nursery he was choosing not to listen to instructions and always struggled during transition times. He was accused of bullying by another parent when he was 3 years old as he had scratched his daughter on numerous occasions. He used to get incredibly angry and frustrated all the time and he was not very good at sharing or taking turns. This would cause him to lash out, by hitting, scratching or throwing things around. At this stage, the nursery tried to give him lots of strategies to try and help calm him and control his anger. One of the strategies was to throw bean bags at the wall when he was angry, but this ended up backfiring as then he would throw anything near him when he was angry or frustrated. They tried giving him warnings before transitions, using a reward chart to move up and down throughout the day. We tried a marble jar that he could earn rewards if he filled it up to certain point. None of these strategies seemed to work. They may have worked for a short period but soon after he would not respond to them. The nurseery ended up having to restrain him on numerous occasions so he would not hurt the other children or any of the adults. He hated this as he was physically restrained so he could not move. He was always incredibly angry when he was at nursery and I was told every day he had not behaved. This used to make us feel very down and frustrated as we just did not know how to handle the situation, I knew he was a tricky and full-on boy but at this stage I felt the nursery were not helping him enough. He went through a stage of swearing very badly but I think this was encouraged by another child. He also accused lots of the adults at nurseery of hurting him, this was a huge concern for the nursery as this was a very strong accusation for a small boy to be making. He is very clever and bright boy he is always good at learning what is wrong and what will cause an issue if he says it. Some of the other children at the nurseery where scared of him so did not want to play with him, I think this must have made him sad, but I am not sure he understood why. The nursery tried lots of strategies to try and help control him, but they could not

and in the end asked him to leave the nurse as it was not safe for the staff or the other children. At this stage he had dislocated a staff members knee and had given one member of staff concussion. I was 8 months pregnant when they asked him to leave, and I was still working which caused us all a lot of stress. This was 6 weeks before his was due to start school. At the end of his nursery life, we were looking forward to him starting school and hoped that his anger would ease off at school.

Jenson has always had a lot of energy and likes to talk a lot so we thought we would try him at acting classes when he was 3.5. He seemed to really enjoy the class, but the other children would sit and listen to instructions, but Jenson would get up and hide behind the curtains, climb up on the stage or run around. After a few sessions, the company decided it would be best if he did not attend anymore as he was disrupting the class too much. We also tried him at a gymnastics summer camp when he was 4 and I was called in on a few occasions because he was being too dangerous by not getting down from the equipment or waiting to take his turn. They also thought it would be best if he did not attend the camp.

Jenson has never really been into toys as such, he has never had an interest in any particular toy. He does have a teddy that he has had since he was 6 months old and still takes him to bed with him every night. He always lays on his teddy and rubs himself on it as comfort thing.


Jenson's inability to listen to instruction causes us lots of issues at home and when out. When out in the garden I am always worried he will go near the pool or the pond and he has no fear or understanding of what is dangerous, he will climb a big tree and fall out or run so fast he falls over. He is always covered in bruises and cuts. I often choose not to go out with him on my own as he is so hard to control and always wants to run everywhere, even in the supermarket he is all over the place. He will not listen to me if I ask him to stay still and stay with me, he will also talk to everyone and does not understand stranger danger. This makes everyday tasks extremely difficult.

When Jenson started school, we hoped he would settle down and things would be better, but this was not the case. In reception he was struggling to manage his behaviour and would often lash out, he struggled to take turns and play with the other children. The school tried lots of things to help him which would work for a short period but then he would lose interest and they would no longer work. He had a traffic light system, now and next, a calm box, his own space to go to when he felt angry and needed to calm down. Lockdown didn't help the situation as it was such a huge change, and he didn't get a chance to learn how to behave or settle into school life. This last lockdown has been exceedingly difficult. We would try and do schoolwork every day, but it was a real struggle. As soon as I would mention work, he would run and hide or talk over all the videos I showed him, we would have tears and screaming because I was asking him to write or read. It would take us about half an hour to hour to write one sentence and after this I was exhausted. If we didn't get out in the garden, he would be bouncing off the walls and all over the place.

Jenson lives with his parents and younger brother Aston. Aston and Jenson get on well, he has never been jealous about him. We live right next door/same house to his paternal Grandma, who he calls Joan. He sees Joan every day and has a good relationship with her. He also has two older siblings, Josh and Milly. They do not live with us, but he sees them very often and loves it when they visit. We also see Jenson's Nanny and Grandad often and he loves going to stay with them.

Jenson has recently been diagnosed with Autistic Spectrum Disorder (ASD) by the Developmental Paediatrician (31/01/2022) and Attention Deficit Hyperactivity Disorder (ADHD) by CAMHS (01/12/2021).

Photo <i>(optional)</i>	What's important to me
	<ul style="list-style-type: none"> • I love school • My mum, Aston, Joan, Dad, Joshua • Being outside and having space • My friends Stanley and Tristan

	
	<p style="text-align: center;">What I'm good at</p> <ul style="list-style-type: none"> • Maths • PE, climbing, running and jumping • Knowing stuff and interesting stuff e.g. jewels and rocks
What I would like to do in the future	
<p>At this stage in his life there is not anything he has a focus on and would like to do. He loves being active, playing sports and spending lots of time outside. He also has an interest in his gemstones and fossils.</p>	
How I like to be supported	How to communicate with me
<p>✓ Do</p> <ul style="list-style-type: none"> • I work best when I have chosen to learn and feel able to achieve • If I am feeling anxious or agitated, offer me opportunity to play football, climb or run • Give me space and time, be gentle and kind, even if I may not be feeling this way myself • Listen to me, I have a lot of interesting stuff to share • Play with me, especially sensory games • Talk to me about the stuff I am currently enjoying (Geography, science, engineering) • Offer me practical learning in small steps for short periods of time • Let me have regular time to run, climb, jump and spin outside or in the hall • Offer me time in the sensory room throughout the day • Read to me even if it looks like I am not listening • If I hurt you or others, do tell me that you/they don't like it and walk away <p>✗ Don't</p> <ul style="list-style-type: none"> • Get angry or cross as it makes me feel anxious and sad, although I may look cross • Give me too much information as I can feel overwhelmed and run away from you • Ask too much of me as I can feel overwhelmed • Don't place demands on me as it increases my anxiety • Touch me unless I know you are going to and I know you well 	

Parents' views and aspirations for the future for Jenson

We would love for Jenson to thrive in anything he chooses to do. We would love for him to find his calling, something he is really good at and can be confident in. We would really like him to learn to form bonds and strong friendships with other children his own age so that he can continue these bonds later into his life. We would also really like for him to settle at school and learn to manage his behaviour and learn to develop his own independent skills. If he is happy and has friends and family supporting him, we will all be happy with his choices.

Miss Hazell is concerned about Jenson's well-being and mental health. She would like ideally Jenson to remain in a mainstream setting with the additional provision. She is aware of Jenson's difficulties at school and the aspects of mainstream setting (e.g. class sizes, busyness of the environment etc) that are not making it easy for Jenson to access his learning. She would like Jenson to be challenged academically so that he can meet his academic potential.

SECTION B: Special Educational Needs and SECTION F: Special Educational Provision

Special Educational Needs	
1 Communication and interaction	
B: Strengths	
<ul style="list-style-type: none"> • Jenson has age appropriate expressive and receptive language. He is intelligible to adults and peers. • He likes to interact with adults particularly on a 1:1. • Jenson is keen to interact with peers although this is not always appropriate. • He is able to follow age appropriate instruction but doesn't always choose to do so 	
B: Special Educational Needs	F: Special Educational Provision
<ul style="list-style-type: none"> • Jenson's difficulties in this area are likely to be linked to his attention and social communication. • Jenson's listening and attention skills are very weak, and he is unable to engage with any learning tasks or input without adult support. His attention skills are better when he is engaging with activities of his own choosing. • Jenson experiences difficulties with his social communication and interaction. When Jenson does not understand context of a social situation or takes part in a difficult social situation, he is likely to act impulsively as he is in a "fight or flight" mode. He is keen to interact with peers but struggles with 	<ul style="list-style-type: none"> • Jenson will have a high level of adult support to assist his social communication and interaction difficulties. The current evidence from the school suggests that this needs to be implemented as: <ul style="list-style-type: none"> ○ Continuous Provision - Use of outdoor area to engage Jenson in learning based play and appropriate interaction with children. He will have access to playing games on a 1:1 basis in a safe space (hall/sensory room) 5 hours per week for the mornings or 5 hours per week for the afternoons. ○ Break Time 1:1 support for interaction - 1 hour 15 mins per week for the mornings or 1 hour 15 mins per week for the afternoons. ○ Lunch Time 1:1 support for interaction – 5 hours per week. • Current evidence from the school suggests that Jenson is still not ready to engage in a whole classroom or small group sessions and interventions effectively. Therefore, Jenson will have daily 1:1 social skills intervention (approx. 5 minutes input with regular reinforcements and reminders of the use of the social skills learnt throughout his day) to improve his emotional literacy and to support him in understanding the feelings and thoughts of himself and others as well as teaching him social communication skills. • This will include activities where an adult is showing Jenson photographs of people exhibiting various emotions. Pictures can range from showing basic emotions such as happy, sad, angry, or scared, to more complicated emotions such as embarrassed, ashamed, nervous, or incredulous. The adult will begin by asking Jenson to point to an emotion (i.e., "point to happy"), then ask the child to identify what the character is feeling (i.e., "how is he feeling.") Once Jenson masters this skill, the adult will move on to activities such as teaching Jenson to understand the meaning of

<p>appropriateness. This can often lead to physical behaviour or verbal aggression. He is not always able to understand other's people points of view or express his needs. Often taking turns can be challenging for Jenson. This often makes it hard for Jenson to make or keep friends and join in games.</p> <ul style="list-style-type: none"> Jenson is unable to hold a conversation and will resort to making noises or changing the subject to something he has done well e.g. 'look at my spaceship'. Jenson acts very quickly and impulsively which makes him prone to use physical means to communicate his distress. He has not yet developed age appropriate strategies to communicate his big emotions. 	<p>"why" behind emotions. This requires Jenson to make inferences based on the context and cues provided in the picture.</p> <ul style="list-style-type: none"> This will be done through drama and role play and with the use of programmes such as: <ul style="list-style-type: none"> Socially Speaking: Pragmatic Social Skills Programme What's the Buzz?: A Social Skills Enrichment Programme for Primary Students. Nurturing Social and Emotional Skills: A Programme of Work Based on Nurturing Principles. Time to Talk: A Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One Suggested Approaches. Jenson's social communication and interaction needs will be best supported by a provision/setting where any distractions can be minimised both in the classroom and during unstructured times so that his difficulties with attention as well as difficulties related to his executive functioning can be supported. Jenson's needs will be supported by school staff that have knowledge and experience of working with children with attention and listening difficulties as well as social communication difficulties. Jenson's interventions will be reviewed on a half-termly basis.
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2 Cognition and learning

B: Strengths

- Jenson is able to complete some of his learning tasks. He thrives with adult attention and in a 1:1 low distraction environment.
- Jenson can focus best when his sensory needs are met.
- Jenson learns best when he is outdoors; and his learning is presented in a less formal way.
- Jenson is a curious young boy. He likes to explore and has an interest in his gemstones and fossils. He is keen to do well and enjoys positive praise.
- Jenson has some age appropriate skills and knowledge.

B: Special Educational Needs

- Jenson is currently not able to access the same learning as his

F: Special Educational Provision

- Jenson will have a differentiated curriculum which can take account of his difficulties with following reasonable demands.

<p>peers without a significant level of adult support.</p> <ul style="list-style-type: none"> • Jenson experiences difficulties with focusing, sustaining, and shifting attention to tasks. These difficulties are usually greater when Jenson needs to focus on a task/activity that is not on his own agenda. • Due to his difficulties with engaging with his learning, Jenson's literacy skills are significantly below expectations for his age and he is not yet able to access the Year 1 written language curriculum without considerable support and accommodations. • Jenson is reported to experience difficulties with: <ul style="list-style-type: none"> ○ focusing, sustaining and shifting attention to tasks; ○ utilising his working memory and accessing recall; ○ regulating alertness, sustaining effort; ○ Managing frustration and modulating his emotions during learning. • Due to Jenson's difficulties with working memory, he has reduced capacity to store information mentally to enable task completion. Working memory plays an • essential role in the execution of tasks that 	<ul style="list-style-type: none"> • Jenson will have his learning presented in a more informal way and integrated with his daily routines. He will have highly individualised and differentiated curriculum/interventions. • Jenson's school day will be adapted to the level of his anxiety, and it is important that he is involved in planning it. • Jenson will have a high level of targeted support to follow an adult led agenda. Current evidence suggests that Jenson learns best in a small, distraction free environment. There is no evidence to clearly suggest the amount of children in the classroom that would make a difference to Jenson's attention, however it is more likely for him to be able to learn in a group with approx. 10 children rather than 30. • Throughout this individualised teaching of all his subjects/activities, Jenson's teaching staff will use a non-confrontational style – practice 'asking without asking' e.g. "I wonder if someone might be able to help me do this..." Jenson will be encouraged to engage in a self-directed learning. As it is an inquiry-driven approach whose end goal is to place the responsibility of what and how to learn on Jenson. It will allow Jenson to take control of his learning and put time and effort into studying what is of interest to him within an educational framework. • As an example, Jenson's teaching staff will follow the below learning model, or similar: <ul style="list-style-type: none"> ○ Begin with self-knowledge and activate existing knowledge. Ask Jenson questions such as: I wonder what do you know about...? What's worth learning? Roughly brainstorm with Jenson what he already knows: Make true/false statements; give examples & non-examples, or otherwise organise his existing knowledge in some useful way. ○ Support Jenson in choosing his own learning pathway. Ask him: How can you find out the solution? How can you solve the problem? Do you need to write things down? Do you need to count things? What resources do you need? ○ Apply understanding and support reflection on the learning process. For example, ask Jenson to explain how he solved the problem? What was helpful? What was not helpful and why? Ask him what he would say to someone facing similar problem. • Jenson will have a high level of adult support to transition between activities, particularly when moving away from an activity of his own choosing to a less preferred activity. • Current evidence from school suggests that Jenson will need adult support in: <ul style="list-style-type: none"> ○ Morning check in, entering class and taking a seat, switching from one learning activity to another, transitioning between classroom and break time areas/ dining hall, and at the end of the day when leaving the class and school. • Jenson will have a robust literacy intervention informed by principles of instructional psychology to improve his phonic knowledge, phonological awareness and use of phonic strategies.
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<p>require multi-step activities, mental arithmetic or the following of complex instructions.</p> <ul style="list-style-type: none"> • Jenson experiences difficulties with detection of errors, such as spelling mistakes and the ineffective monitoring of his work. This may mean that the final work product is not representative of a Jenson's full knowledge or problem-solving capacity. 	<p>Intervention will be daily, in a one to one or small group (up to 3 others but only in the future when his attention difficulties improve) contexts, for at least 20 minutes. It needs to take an errorless approach to learning, interleave known and unknown words, and be reviewed fortnightly.</p> <ul style="list-style-type: none"> • All qualified teachers will be fully trained and able to support students with reading, writing, and spelling difficulties so that they can deliver above intervention. School will contact their link EP for advice if this changes. • Jenson will participate in twice daily paired reading sessions, of at least 10 minutes at a time, where the expectation on what Jenson reads in a self-chosen book is informed by his progress in the above intervention. Jenson's parent(s) will be invited into school to learn about the paired reading approach so that they can use this at home. Jenson needs to be allowed to choose his own books based on his interests. • When learning in and out of the classroom, Jenson always have a robust use of Quality Teaching First being used for his difficulties with Executive Functioning. • All staff working with Jenson will be aware of his specific executive functioning difficulties and reduce his working memory loads when necessary. This can be achieved in a number of ways, including: <ul style="list-style-type: none"> ○ reducing the overall amount of material to be stored (e.g. shortening sentences to be written or number of items to be remembered). ○ increasing the meaningfulness and degree of familiarity of the material to be remembered. ○ simplifying the linguistic structures of verbal material (e.g. using simple active constructions rather than passive forms with embedded clauses in activities involving remembering sentences, and in instructions. ○ re-structuring multi-step tasks into separate independent steps, supported by memory aids if possible. ○ limiting times of multi-tasking – especially, listening and writing at the same time can be very hard for Jenson. ○ making available and encouraging the use of external devices that act as memory aids for the child; these include 'useful spellings' on white boards and cards, providing number lines, printed notes, and dictaphones to store information that needs to be remembered. This can include app such as Mindomo (mind mapping). • Novelty and variety are likely to be effective because Jenson may exploit routine and predictability. Variety in the pace of presentation and personal style can intrigue Jenson. Creating a sense of mystery and suspense can be helpful; many teachers describe the value of 'pulling rabbits out of the hat'. Building on a
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	<p>Jenson's strengths and interests (however odd these may seem) provides opportunities for incidental learning.</p> <ul style="list-style-type: none"> • The visual clarification methods (symbol strips, written messages, cartoon drawings etc) that are so successful for children with social communication difficulties can also be useful for children with demands avoidance type behaviour, but often for slightly different reasons, in that they can be used in a way that de-personalises demands. E.g. timetable where an animal has to do things and not Jenson. • Expectations should be disguised where possible and reduced to a minimum. Confrontation should be avoided where possible. This should be underpinned by an understanding of Jenson's needs; a child with complex needs and difficulties with demands doesn't make a 'deliberate choice' not to comply and cannot overcome the situation by 'an act of will'. He may, though, begin to make a series of achievements towards this end as trust and confidence builds. • Ground rules will need to be as few as possible but then maintained using techniques such as passing over responsibility (eg 'I'm sorry but it's a health and safety requirement'), de-personalising (through the use of imaginary characters, visual clarification etc) and giving choices that allow Jenson a feeling of autonomy. • Jenson's interventions will be reviewed on a half-termly basis.
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3 Social emotional and/or mental health

B: Strengths

- Jenson is a loving, smiley boy who can be kind and caring.
- Jenson enjoys spending time with his family, playing board games and being outdoors.
- Jenson has built some trusting relationships with school staff.
- Jenson shows interests in his peers and shows motivation to interact with them.
- Jenson regulates his emotions best when he can spend time outdoors.
- Jenson is articulate and can converse with adults. He likes to know what is going on around the school.

B: Special Educational Needs

F: Special Educational Provision

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| <ul style="list-style-type: none"> • It is reported that Jenson displays some traits of Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Pathological Demand Avoidance (PDA) and his social and emotional skills are an area of difficulty for | <ul style="list-style-type: none"> • Jenson will have individual and consistent adult support and supervision for his social interactions during unstructured times such as lunchtimes in dining hall and playground, as well as for his transitions between lessons and tasks. • Jenson will have targeted support to regulate his emotions in school. Current evidence from school and home suggests that the specific support should include: • Evidence-based intervention programme of about 30 minutes per week that will support him in developing an understanding of what he is feeling, including the physiological changes, and how his |
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<p>him, which are acting as a barrier to his engagement with both learning tasks and social inclusion.</p> <ul style="list-style-type: none"> • Jenson struggles significantly with regulating his emotions. Jenson appears to experience a high level of anxiety particularly in relation to change/new experience and reasonable demands. Jenson can be highly resistant to an adult-led agenda and will wander off. • Jenson is known to express his big emotions and frustration through a behaviour that challenges others e.g. hitting, spitting, kicking etc. He has been known to hurt adults and children. • Jenson has some difficulty in social skills meaning he can have difficulty building and maintaining relationships with his peers and unfamiliar adults. Jenson shows a desire to have friendships and relationships with other children but inadvertently sabotages this through the need to be in control and mediating or refereeing others' interactions. • Jenson does not respond well to demands. Adults must modify their approach 	<p>feelings can be affected by what he is thinking. This intervention should be implemented throughout Jenson's day:</p> <ul style="list-style-type: none"> • The weekly 30 minutes session can be run by a member of staff such as ELSA or equivalent, (can be adapted into 5 minutes activities with the little but often approach). • The skills learnt during the session will be reinforced in a classroom-based situation by a teacher or teaching assistant (time allocated in the Social Communication and Cognition and Learning section). • The skills will be reinforced during unstructured times e.g. lunchtime. • Examples of programmes are: <ul style="list-style-type: none"> • How to Be a Superhero Called Self-Control!: Super Powers to Help Younger Children to Regulate their Emotions and Listening to My Body: A guide to helping kids understand the connection between their sensations and feelings. • Me and My Feelings: A Kids' Guide to Understanding and Expressing Themselves. • There is evidence that Jenson is not yet independent in choosing the effective coping strategies. He will have support throughout his school day to help him use the positive self-regulation strategies. • Brainstem Calmer Activities will be offered/modelled to Jenson to help him self-regulate. The best way to use these activities is to weave them into Jenson's daily routine so that he has them little and often, every day. For more information, please see online resources from the Beacon House Therapeutic Services. https://beaconhouse.org.uk/wpcontent/uploads/2019/09/Brainstem-Calmer-Activities.pdf • Jenson will have support from school staff that have knowledge and experience of working with children with social communication and interaction difficulties. • Adults will keep calm and level in their own emotions in the face of challenging or disruptive behaviour, or situations that they may find frustrating. • Jenson will have opportunities for structured interactions with his peers, including opportunities such as joint attention, turn taking and sharing. For example, this may start with playing a game with one other peer that involves both children taking very brief turns, and carefully supervised by an adult. • Jenson's interventions will be reviewed on a half-termly basis.
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<p>regularly to avoid Jenson figuring out their strategies.</p> <ul style="list-style-type: none"> Jenson finds expressing his emotions challenging and will pretend to ignore, make repetitive noises or movements e.g. spinning to detract from any conversations re emotions or behaviour. 	
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4 Sensory and/or physical

B: Strengths

- Jenson learns best through the multi-sensory approach. Assessment shows, he responds to some sensory experiences just like the majority of his peers in response to visual stimuli and response to items in or around the mouth.
- Jenson has good gross motor skills. He enjoys climbing, running and playing.
- Jenson's fine motor skills in relation to play e.g. lego are age appropriate.

B: Special Educational Needs

F: Special Educational Provision

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| <ul style="list-style-type: none"> Jenson presents with sensory processing difficulties. He finds it difficult to concentrate without certain level of sensory input but also finds it difficult to blank out sensory information that may distract him. It is reported that he struggles to focus in a classroom of 30 children. Jenson is becoming increasingly unable to self-manage distress-behaviour (including anxiety) in response to sensory stimulus. Jenson appears to be oversensitive to noises. He does not like loud noises but at | <ul style="list-style-type: none"> For health professionals and school professionals to liaise so that the most effective strategies can put be in place to support Jenson's health. Jenson will have a range of adaptations and strategies to help him meet his sensory needs. This will include: <ul style="list-style-type: none"> Frequent sensory breaks supervised by an adult who will model the activities without putting a clear demand on Jenson. Frequent sensory activities implemented into his learning e.g. phonics sessions with use of water etc. Daily morning sessions to model and help him engage with sensory activities. Daily afternoon sessions to model and help him engage with sensory activities. Additionally, daily sensory sessions, when needed to self-regulate due to high distress. The specific arrangements for his sensory needs should include consideration to: <ul style="list-style-type: none"> Auditory stimuli – Jenson will have access to learn in a calm and quiet environment where any distractions are minimised as much as it's possible. |
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<p>the same time he likes to control his environment by making noises himself.</p> <ul style="list-style-type: none">• Jenson seeks tactile input and therefore likes to climb and be active.• Jenson is very reluctant to write and therefore his fine motor skills in this area are under-developed.	<ul style="list-style-type: none">○ Touch and Movement – Jenson will have access to a range of sensory activities to help him self-regulate e.g. heavy work, sensory circuit, climbing etc.• Jenson will have access to the use of the OT pack and further advice.
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SECTION C: Health needs, including any diagnosed health conditions (*further detail is provided in the health advice and information attached*) and how they relate to Jenson’s SEN or health needs unrelated to SEN and **SECTION G:** Health provision

Health	
C: Health needs	G: Health provision
<p><i>C1 Related to SEN:</i></p> <ul style="list-style-type: none"> • Jenson is a boy with the following problems: <ul style="list-style-type: none"> ○ Behaviour Difficulties. ○ Attention and Concentration Difficulties – possible ADHD. ○ Difficulties with transitions. ○ Sensory Processing Difficulties. ○ Social Communication Difficulties. <p><i>C2: Unrelated to SEN:</i></p> <ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Referral to the CAMHS team for ADHD assessment and also added Jenson’s name to the Autism assessment waiting list. • CAMHS to provide assessment, medication and follow up as appropriate. • Jenson will have support to manage his behaviour and attention and concentration difficulties. • Assessment and advice and CAMHS / paediatrician.

SECTION D: Social Care needs and how they relate to Jenson’s SEN or unrelated to SEN and **SECTION H:** Social Care provision

Social Care	
D: Social Care needs	H: Social Care provision
<p><i>D1 Related to SEN:</i></p> <ul style="list-style-type: none"> • Jenson is not open to Social care. <p><i>D2 Unrelated to SEN:</i></p> <ul style="list-style-type: none"> • Jenson is not open to Social care. 	<p><i>H1 Social care provision made for a child or young person under 18 resulting from s2 of the Chronically Sick and Disabled persons Act 1970:</i></p> <ul style="list-style-type: none"> • Jenson does not require social care services. <p><i>H2 Other social care provision:</i></p> <ul style="list-style-type: none"> • Jenson does not require social care services.

SECTION E: Outcomes sought for Jenson by the end of Key Stage 1

Special Educational Needs outcomes
<p><i>B1 Communication and interaction:</i></p> <ul style="list-style-type: none"> Jenson will improve his listening and attention skills so that he can follow teacher's instructions and be an active partner in conversations.
<p><i>B2 Cognition and learning:</i></p> <ul style="list-style-type: none"> Jenson will develop his functional literacy skills so that he can access all aspects of his curriculum. Jenson will develop his confidence in his own abilities and academic resilience, so he is able to attempt and show greater persistence for and initiate tasks he perceives as challenging. Jenson will be able to access education and make progress.
<p><i>B3 Social emotional and/or mental health:</i></p> <ul style="list-style-type: none"> Jenson will improve his social communication skills so that he is able to effectively interact with peers. Jenson will learn and confidently use at least two self-regulating strategies so that he can effectively cope in a situation when he is feeling anxious. Jenson will feel safe and calm at school.
<p><i>B4 Sensory and/or physical:</i></p> <ul style="list-style-type: none"> Jenson will be able to independently manage need for physical activity and regulation, in addition to any sensory needs so that Jenson is able to learn effectively.
<p><i>B5 Self-help and independent skills</i></p> <ul style="list-style-type: none"> None.
Health outcomes
<p><i>C1 Related to SEN:</i></p> <ul style="list-style-type: none"> To extend attention levels to enable access to the curriculum. Reduced number and severity of incidents when unable to manage emotions.
<p><i>C2 Unrelated to SEN:</i></p> <ul style="list-style-type: none"> None
Social Care outcomes

D1 Related to SEN:

- None.

D2 Unrelated to SEN:

- None.

Arrangements for monitoring progress and; setting and monitoring short term targets

Within 15 academic days of the issue of the final Education, Health and Care (EHC) Plan, the Special Needs Co-ordinator (SENCO) of the education setting named in Section I of this EHC Plan, in partnership with Jenson and his parents will create a plan that sets out short-term targets for Jenson for the next 12 months. These will be appended to the EHC Plan. The short-term targets will be reviewed by the educational setting and the parents regularly and usually termly and amended if necessary.

The EHC plan will be reviewed annually by the educational setting. This review will involve Jenson and his parents and all professionals involved with Jenson will be invited to the Annual Review meeting and asked to contribute an up-to-date report.

Provision that must be made for Jenson from Year 9 onwards

The school/college will provide Jenson with independent Information, Advice and Guidance (IAG) around careers and further study opportunities at the relevant stage of his education in line with Section 29, Paragraph 2 (1) of the Education Act 2011.

Key transition points

Key Transition:

Date: September 2022

SECTION I: Educational placement

Name:	Brantridge School
Type:	A COIN/ASD Specialist Provision

SECTION J: Personal budget

	Details (including needs and outcomes to be met)	Arrangements for Direct Payments
Education	N/A	
Social Care	N/A	
Health	N/A	

SECTION K: The advice and information gathered during the EHC needs assessment

	List of appendices	Name of author and position	Date
1	Child	Jenson Carr	19.05.2021
2	Parent	Rebecca Hazell	19.05.2021
3	Education / school / setting	Kate Wylie – SENCO St Mary's C Of E Primary School	19.05.2021 02.02.2022
4	Educational psychology	Ewelina Zemla – Educational psychologist	28.07.2021
5 5.1 5.2 5.3 5.4	Health e.g. <i>Occupational therapist</i> <i>Paediatrician</i> <i>Speech and language therapist</i> <i>GP</i>	Dr Joseph Chukwu	02.08.2021
6	Specialist teacher		
7	Social Care	Janet Cross – team assistant	01.07.2021
8	Any other requested by parents		
9	Any other deemed appropriate		



31.03.2022

Duly Authorised Officer on behalf
Surrey County Council

Date