

Model Education, Health and Care Plan

'Ruby' – A child with hearing impairment, aged three
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Preface

This paper was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:



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1. Purpose of this document

The purpose of this document is to illustrate the **written** content of an Education, Health and Care (EHC) Plan for children and young people with a sensory impairment by following the requirements and the sections for a Plan as set out in the SEND Code of Practice, published in January 2015.

2. Intended audience

This document is for:

- a. those who are responsible for coordinating the assessment and drafting of an EHC Plan and/or the key worker and professionals contributing to the assessment and plan.
- b. parents who would like to know what kind of information should be included in an EHC Plan to ensure it accurately identifies their child's needs and sets out how they will be met.

3. Recommended action:

NatSIP recognises that local authorities will have their own format for their EHC Plans. NatSIP encourages local authorities to use the model Plans as:

- an aid to ensure any format they develop reflects the required content of EHC Plans.
- a check to ensure that Plans developed for individual children and young people with sensory impairment fully reflect the level of content suggested in the exemplars
- a way to ensure the EHC Plan is based on a thorough assessment of the child or young person as required by the SEND Code of Practice and as set out in Better assessments, better plans, better outcomes: a multi-disciplinary framework for the assessment of children and young people with sensory impairment, developed by NatSIP.¹

4. Background

NatSIP has been commissioned by the Department for Education to produce exemplar EHC Plans for children and young people with a sensory impairment. This model EHC Plan is based on the structure outlined in the SEND Code of Practice.² The boxed text in this model plan is taken from the guidance in the SEND Code of Practice regarding the required written content of each section of the Plan.

This model Plan is one of a series covering hearing impairment, vision impairment and multisensory impairment across different age groups. Other model Plans are available on the NatSIP website.

¹ Available online at <https://www.natsip.org.uk/index.php/send-reforms>

² See <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4. EHC Plan Cover Sheet

Education, Health and Care (EHC) Plan

This is EHC Plan No. 1 for *Ruby Smith* (name of child)

Proposed Plan No 1 issued on:	28 April 2013
Date Plan 1 agreed:	
Date of review:	April 2014

Details of the child:

Name:	Ruby Smith
Gender:	Female
Date of birth	20 August 2009
Home address:	
Preferred language/communication method:	British Sign Language
Date of entry to school:	September 2014
Educational setting currently attended (if applicable)	ABC Nursery

Child's Parents/Person Responsible

Name:	Mr Tom Smith Mrs Mollie Smith
Relationship to child:	Father and mother
Home address (if different to above):	
Telephone number:	
Home language/communication method	British Sign Language
Educational setting currently attended (if applicable)	ABC Nursery

The following people have contributed to this plan:

Name:	Role/position
Mr and Mrs Smith	Parents
	Teacher of the Deaf
	Educational Psychologist
	Audiologist
	Speech and language therapist
	Nursery Manager
	Social worker
	SENCo from receiving school

5. Plan table of contents

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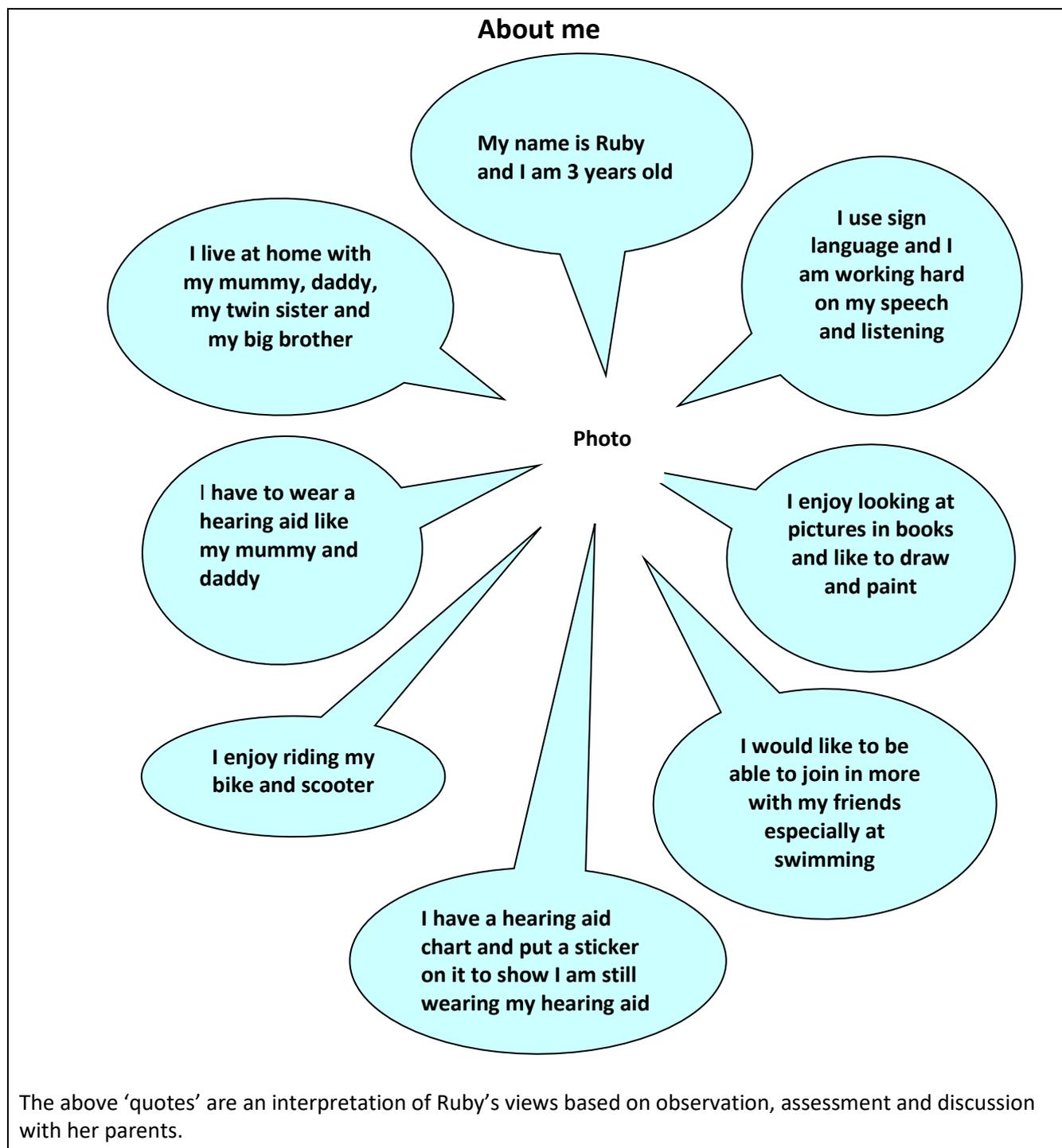
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6. Plan Section A. Views, interests and aspirations – Getting to know Ruby

The SEND Code of Practice states this section should also include details about play, health, schools, independence, friendships, further education and future plans including employment (if practical); how to communicate, child / young person's history.

There is no requirement in the SEND Code of Practice to produce a one-page summary. It may, however, be a useful way of presenting key information about the child/young person at a glance.



The SEND Code of Practice states that, if written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented.

Ruby's strengths and challenges

The assessments and information gathered indicate that Ruby has the following strengths:

- Ruby is generally a happy little girl and wants to be sociable
- Her physical skills, such as running, climbing on the soft play apparatus and riding tricycles, are developing well. She has just started swimming lessons and is doing well
- She is keen to communicate and has great facial expression
- She uses and understands British Sign Language (BSL) well – her family's first language is BSL
- She often chooses to sit and look at books
- When working in a one-to-one situation with an adult and on activities she likes, she can, on occasions, maintain concentration for twenty minutes and more.

The assessments and information gathered for this plan also indicate that Ruby has the following challenges:

- Ruby has a severe bilateral (both ears) sensory neural hearing impairment and relies heavily on her hearing aids
- Her listening and spoken skills are severely delayed and this is having an impact on her ability to fully participate both socially and educationally
- Ruby is not making the same progress (e.g. in learning the early concepts for space, time and position) as her twin at nursery
- Due to her deafness and the resulting speech and language difficulties, there is concern that Ruby will not be able to reach her potential from the teaching in the Foundation Stage and later in the National Curriculum subjects when the pace of the lessons becomes faster and new words for the specific subjects increase
- Ruby can get cross when others around her are talking and she knows they are talking but does not know what is being said.

Ruby's story to date

SEND Code of Practice advises if history is written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of the parents and / or professionals are being represented.

Give a brief case history/summary

Ruby is a twin and was born 6 weeks prematurely to profoundly deaf parents, who both use BSL to communicate. She was the smaller baby and made slower progress than her twin sister, remaining in the special unit for 10 days longer. She was initially much later than her sister in reaching all the early developmental milestones, but then seemed to catch up around the age of two with physical skills. However, her language skills still lag significantly behind those of her sister.

At just over two and a half, she only had one or two recognisable words and at this point the nursery staff encouraged Ruby's parents to ask their GP about her hearing. She was referred to the audiology clinic and the hearing tests showed she had moderate to severe hearing loss in both ears. In good listening conditions when it is quiet and there is no background noise, she can be aware that people are speaking but cannot make out what they are saying.

The Advisory Teacher for Hearing Impairment started visiting Ruby and her family in May 2012 and Ruby had hearing aids fitted in both ears in August 2012 when she was almost three years old. She did not like wearing her aids initially, but now realises and accepts that she has to wear them 'just like Mummy and Daddy.'

Play, health, schooling, independence, friendships, and future plans

She has attended a mainstream nursery, mornings only, with her twin since January 2012. She is always keen to go to nursery but does not always find it easy to understand what others around her are saying and she cannot always make herself understood. This can make her feel quite cross and upset and she will go off to the book corner by herself. She does not have a special friend at nursery and generally finds it hard to make friends or be accepted into a group due to her communication difficulties. She will often seek out her sister.

She is due to start school in September 2014.

She generally enjoys good health and there are no ongoing concerns regarding her premature birth.

How to communicate with Ruby

Ruby's first language is British Sign Language (BSL) in which she is very proficient. At home, Ruby and her family use BSL with supporting spoken language as their primary method of communication. Ruby also uses gesture and facial expressions to convey her meaning. She uses her voice with intonation, and understands that she can gain an adult's attention using her voice, but this is mostly babble.

Ruby's views and aspirations for the future

Ruby is not yet at a stage where she can clearly express her views and so the following is based on information gathered from discussions with Ruby's parents, staff observations and reports from adults working with Ruby.

Ruby enjoys coming to nursery. She enjoys playing with the other children and interacting with the adults. She is keen to communicate with the people around her, using babble, sign and her voice.

She particularly enjoys art, drawing, PE, sound lotto (being able to hear particular sounds and matching the picture or the real object in her environment), learning, independent play and generally having a go at everything.

Ruby's parents' views and aspirations for the future

Ruby is very happy and fun. She has a twin sister and an older brother, both of whom are hearing. Ruby knows she needs her hearing aids to help her hear, the same as her mum and dad.

We think her speaking and listening is slow because she didn't get her hearing aids until she was nearly 3. We have always tried to help Ruby with her communication and listening skills.

At home the main form of communication is British Sign Language, which is used by all of us to communicate with each other. Ruby does get very frustrated and cross when her brother and sister just talk as she finds it very difficult to understand what they are saying and tells them to sign so that she can understand.

We know that Ruby has made progress in most areas of her development but she finds it difficult to understand what others are saying and to make herself understood. At nursery she finds it difficult to keep up and understand her hearing peers and is not making the same progress as her twin.

7. Plan Section B. Ruby's special educational needs

The assessments carried out and information gathered, provide the following more detailed information about Ruby's needs. *(Include how this compares with children of a similar age without sensory needs):*

Sensory

- Ruby had a late diagnosis (2 year 9 months) in June 2012 of a moderate to severe sensorineural hearing loss in both ears and, at her last hospital visit (November 2013), there was an indication of further deterioration in her hearing in the high frequencies.
- Ruby was fitted with two hearing aids in August 2012. Both parents and nursery have noticed that Ruby is now more vocal and more receptive to spoken language when she is wearing them.
- With hearing aids, Ruby makes use of her residual hearing. She also watches the speaker and appears to rely heavily on visual clues such as lip pattern, gestures and sign.
- She relies on the use of signing with no voice to communicate with others.
- The McCormick Toy Test, which asks the pupil to point to familiar objects, was conducted orally with no use of sign and it was clear that Ruby struggled without the use of lip reading and when the spoken voice was reduced to 45dB. Ruby finds it very difficult to know what was being said by just listening and this highlights her difficulties in understanding what is going on around her, especially in situations where there is background noise.

Speech, language and communication

- Ruby's speech, language and communication skills are significantly delayed. When she was 42 months old (March 2013), the Early Years Foundation Stage (EYFS) showed her communication skills were emerging into the 16-26 month age range.
- The Monitoring Protocols for Deaf Babies and Children, which looks specifically at areas of language, communication and listening, also showed that Ruby's language progress had been delayed and that she was at approximately 22-24 months in language.
- Ruby's speech is also difficult to understand as she cannot yet make all the correct speech sounds. When she attempts to use more than 1 or 2 spoken words, her speech becomes even more difficult to follow. When you converse using more than 2-3 words Ruby often says "what?" or ignores you.
- It can be particularly difficult to understand Ruby if she has started the conversation and you do not know what she might be wanting to tell you - even an adult who knows her well can have difficulty in this situation.
- She is making slow progress in increasing her spoken vocabulary. She is now able to label a variety of objects and some actions.
- The Clinical Evaluation Fundamentals (CELF-Preschool 2 UK) – this assessment measures a range of the skills needed to understand and speak the language - gave Ruby a score at the 1st percentile. This means that 99 out of 100 children around the same age would score the same or better than her.
- The British Picture Vocabulary Scale (BPVS) was used to assess Ruby's receptive language skills (i.e. understanding what is said to her in terms of single words in her vocabulary) in April 2012 and again in January 2013. It was found that her language development was significantly below her peers (96% of her peers would have scored higher). It also appeared that her receptive vocabulary had plateaued during the six month interval.
- The use of signing and gesture helps Ruby communicate more successfully and she benefits from the use of sign alongside speech. Ruby usually understands what is being said with signed support at the two-word level; however at this stage consistent understanding at the 3-4 word level would be expected.

- The speech and language therapist reported in January 2013 that Ruby's listening and attention skills are showing some improvement and she will engage in an adult-lead activity but she can still be easily distracted and so needs adult support to remain engaged.
- Ruby's signing skills continue to improve, and this is currently her preferred method of communication. However, her parents report that, with their encouragement, she is using her voice more at home. She is also using her voice more to babble.
- In other settings and with encouragement, Ruby uses her voice to attempt to speak single words and short sentences. Her vocalisation for a word, however, is not always the same when she repeats the word. Her clearest phrase during the assessment was "Don't know"!
- Ruby has good social communication skills, which can mask her lack of understanding and use of language. She is alert to the person she is communicating with, and she understands the turn-taking element of interacting.
- Ruby's nursery teacher reported that she continues to rely heavily on visual clues, and she is not able to give the verbal responses that are needed to demonstrate her learning. Staff also sometimes query whether Ruby has simply not heard the instruction.
- Ruby is able to sit still with the class for short periods of time. She tends to be passive and will not participate in group discussions.

Social and emotional skills

- In March 2013, when aged 42 months, Ruby's Early Years Foundation Stage (EYFS) personal and social skills were assessed as 22-36 months.
- The educational psychologist reported that Ruby enjoys interacting with both adults and children. She is keen to follow instructions, although she may not always understand them. She will often nod her head and watch for a gesture or sign that will help her understand.
- Ruby shows initial confidence in joining other children in the nursery although she is limited by her severely reduced oral skills, both in listening and speech. When the language becomes too challenging for her, either Ruby will leave the group or the other children will leave her.
- Ruby also shows confidence in approaching familiar adults and initiating play. These interactions tend to be more sustained, as the adults are more able to adapt to her oral skills.
- In April 2013, the educational psychologist and the Advisory Teacher for Hearing Impairment reported that Ruby continues to appear very settled in her nursery, although she can show frustration at times. More recently, she has been upset when she arrives, but she settles quickly into the session. She has also occasionally refused to work for the communication support worker.

Cognition and learning

- The educational psychologist (EP) reported on Ruby in February 2013. Even though the EP was a stranger to her, Ruby engaged well, and showed a great interest in the toys that the EP had brought. The EP kept gestures to a minimum to help her to judge how much Ruby was able to follow just through listening.
- Ruby was able to demonstrate that she could:
 - count aloud 5 objects (parents report that at home she was learning to count up to 10 by rote)
 - group objects by category by colour and type (e.g. put all the pieces of fruit together).
 - understand the connection between an object and a pictorial representation such as a drawing rather than a photograph.
 - copy a picture to make a three dimensional object.

- Ruby struggled with some instructions that she would have been able to follow if they had been signed to her. She was not able to identify colours and she could not differentiate between being asked to put an object “in” the box and “on” the box.
- During the assessment, Ruby drew a picture of her daddy. Ruby’s drawing skills are very well developed for her age. She included eyebrows on the face, curly hair and fingers on the hands. The ears are prominent and this most likely reflects their importance to Ruby.
- Ruby had a patchy performance but showed a keen interest in her environment, although her limited access to an aural/oral environment has prevented her from developing some age-appropriate language-based skills. She performed near the average level on the non-language based activities once she understood what she was expected to do.
- Ruby requires lots of adult support to stay on task and complete an activity.

Literacy (reading and writing)

- Ruby finds any literacy-based activity a real challenge. She is unable to produce the correct sounds for phonic work and she is using a significantly restricted set of speech sounds.
- Ruby enjoys looking at the pictures in books and will often go to the book corner in free choice activities. Ruby would not be able to answer any questions related to the story.
- Ruby is learning to write her name independently. She is currently writing it backwards but this is not an unusual stage in children’s development of writing, particularly when they are left-handed like Ruby.
- When she was 42 months old, Ruby’s Early Years Foundation Stage (EYFS) literacy skills fell within the 16-26 month age range.

Mathematics

- Ruby tries to join in counting songs. She is able to count objects on request.
- Due to Ruby’s communication difficulties, she is unable to apply her simple mathematical knowledge to solve problems.
- When she was 42 months old, Ruby’s Early Years Foundation Stage (EYFS) maths skills fell consistently within the 16-26 month age range, emerging into 22-36 months.
- She also shows a great enjoyment of art, including drawing and painting and when aged 42 months, Ruby’s EYFS expressive art and design skills were assessed as 22-36 months.

Self-help and independence skills

- Ruby is not yet able to dress and undress independently and looks for adult help before trying.
- She is now prepared to wear her hearing aids ‘like mummy and daddy’ but does not seem aware if they are not working.

8. Plan Section C. Ruby's health needs unrelated to her SEN

The SEND Code of Practice states that an EHC Plan must specify any health needs identified through the EHC needs assessment which relate to the CYP's SEN.

The Clinical Commissioning Group (CCG) may also choose to specify other health care needs not related to the SEN.

Related to SEN

Audiological needs

Ruby has a reverse slope (her hearing is slightly better at the higher frequencies) moderate to severe sensorineural hearing loss bilaterally (i.e. in both ears), with normal middle ear function. However, when Ruby was last seen at the Royal National Throat, Nose and Ear Hospital in February 2013, significant deterioration in the high frequencies was noted.

She wears behind the ears (post aural) hearing aids. Initially, she kept removing the aids but over the last two months has been more willing to keep them in place – her parents and nursery used a reward scheme to encourage her and reinforced the idea that she had aids 'just like mummy and daddy.'

Implications of Ruby's hearing impairment in an educational setting: Ruby struggles to hear if there is background noise. She relies heavily on visual clues such as lip pattern, gestures and sign. She finds it very difficult to know what is being said by just listening and has difficulties understanding what is going on around her.

Unrelated to SEN

Ruby has good general health and no general health needs have been identified during this assessment.

9. Plan Section D. Ruby's social care needs related and unrelated to her SEN

The SEND Code of Practice states that the EHC Plan must specify any social care needs identified through the EHC needs assessment which relate to the child's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Act (CDSPA) 1970. The local authority may also choose to specify other social care needs not linked to CYP's SEN or disability but must have the consent of the child and their parents.

Related to SEN

Ruby can make herself easily understood within the immediate family as they are all proficient signers. However, people outside her family who do not sign find it difficult to communicate with Ruby. To aid her social and emotional development, she needs to attend activities such as swimming and Rainbows with her friends, but is unable to do so safely without an interpreter being present.

Unrelated to SEN

No other social care needs have been identified.

10. Plan Section E. Desired outcomes for Ruby

The SEND Code of Practice requires a range of outcomes over varying timescales covering education, health and care as appropriate plus steps towards achieving the outcomes (see table below for the steps). It advises against confusing outcomes with provision. It also requires the inclusion of forward plans for any change in a child or young person's life such as a change of school. For young people aged over 17, the EHC plan should identify clearly which outcomes are education and training outcomes.

The desired outcomes for Ruby are as follows:

- a. By the end of her Reception Year, Ruby will be closing the attainment gap and be working within the range of 40-60 months in literacy, mathematics as assessed by the Early Years Foundation Stage Profile
- b. By the end of the Reception Year, Ruby will have closed the speech, language and communication gap by a year and be working within the 30-50 month range of the Early Foundations Stage curriculum for Communication and Language.
- c. By the beginning of her Reception Year, Ruby will be able to make as much use as possible of any hearing she has and be able to use her hearing technology to maximum effect. This includes improving her listening skills so that she is working in the 22-36 month range in the Early Years Foundation Stage curriculum.
- d. By the end of her Reception Year, Ruby's personal, social and emotional development will be secure at 30-50 months on the Early Years Foundation Stage Profile and she will be working on the 40-60 months level.

Arrangements for monitoring and reviewing Ruby's progress

The school, in consultation with parents and appropriate professionals, will set individual targets based on the steps within the outcomes within 4 weeks of the issue of the EHC Plan. The targets will be set out and provided to parents. Ruby should be actively involved, if she is able to do so, in setting the targets and monitoring them. There will be regular review and consultation to the specific curricular programmes to set and monitor attainable targets.

There must be close liaison between home, school and all professionals working with Ruby so as to ensure consistency of approach and appropriate information sharing.

The school must ensure that an Annual Review, to which parents and all professionals working with Ruby should be invited and asked to contribute, is undertaken within 12 months of the issue of the agreed EHC Plan and annually thereafter.

The local authority will arrange for the annual monitoring of the plan.

Planning for Ruby's transfer to primary school

Ruby is due to transfer to the reception class in September 2014.

Ruby's parents, her current nursery staff, receiving school staff, the Teacher of the Deaf and any other key professionals must get together during the spring term 2014 to draw up a transition plan that can be implemented during the summer term 2014, ensuring that:

- Ruby has opportunities for additional visits to her new school and that she has met the staff with whom she will have direct contact, including her specialist teaching assistant.
- The staff in the new school are aware of her needs and have had an audit of skills so that training needs can be identified and met before Ruby transfers to the school.
- The classrooms where Ruby will be taught will have an acoustic audit to ensure they are acoustically favourable.
- Any technological resources required should be identified and in place before Ruby starts at her new school.

10. Plan Section F. The special educational provision required by Ruby

The SEND Code of Practice states: provision MUST be detailed and specific and normally be quantified (e.g. in terms of the type, hours and frequency of support and level of expertise) including where this support is secured through a personal budget. Provision MUST be specified for every need specified in Section B. It should be clear how the provision will support the outcomes. There should be clarity as to how advice and information gathered has informed the provision. The plan should specify: any appropriate facilities and equipment, staffing arrangements and curriculum; any modifications to the application of the National Curriculum; any appropriate exclusions from the application of the National Curriculum, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a broad and balanced curriculum; where residential accommodation is appropriate; arrangements for setting shorter term targets and monitoring progress; where there is a personal budget, the details for this. Should also identify arrangements for the setting of shorter term targets by the educational setting. Note: where provision made by social care or health services educates or trains a young person (e.g. speech and language therapy), it must appear in this section.

The following table identifies the steps and the special educational provision required to meet Ruby’s special educational needs set out in section B and to ensure the outcomes identified in Section E are achieved (see sections G, H1 and H2 for any required health and social care provision).

a. By the end of her Reception Year, Ruby will be closing the attainment gap and be working within the range of 40-60 months in literacy, mathematics as assessed by the Early Years Foundation Stage Profile			
Section E		Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
a1	Ruby will be able to access the Early Years Foundation Stage curriculum at the level appropriate for her stage of development, but will also be showing that she is closing the gap.	Appropriate differentiation of the Early Years Foundation Stage curriculum using a multi-sensory approach. A school-based plan with short term targets based on the outcomes identified in this EHC Plan. The school plan will be reviewed half termly to assess Ruby’s progress.	Qualified Teacher of the Deaf and nursery/school staff. Nursery SENCo (later school SENCo and class teacher) and Teacher of the Deaf.

a.	By the end of her Reception Year, Ruby will be closing the attainment gap and be working within the range of 40-60 months in literacy, mathematics as assessed by the Early Years Foundation Stage Profile		
	Section E	Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
a2	Ruby will become secure in working in the 30-50 month range in literacy and maths of the Early Years Foundation Stage.	<p>Targets in literacy and maths, reflecting high, yet realistic expectations to be written into the school based plan.</p> <p>As requested by parents, a home school liaison book to be set up to enable her family to support her learning in school.</p> <p>Daily short sessions of specialist teaching in both maths and literacy.</p> <p>In learning situations, all language will be simplified and delivered at 2 and 3 key word level with clear pronunciation and good voice levels.</p> <p>New concepts and teaching will be introduced using sign to enable understanding with time built in for pre-learning, repetition and over-learning.</p>	<p>Delivered by the full time specialist teaching assistant. Teacher of the Deaf.</p> <p>Nursery staff and staff in new school.</p> <p>Teacher of the Deaf.</p> <p>All nursery staff, class teacher, Teacher of the Deaf.</p> <p>Nursery and school staff with appropriate levels of training in BSL.</p>
	Ruby will show greater concentration on her work and be able to stay on task	<p>Individual work bays with no distractions.</p> <p>Tasks/activities to be at a level that are achievable but containing some challenges.</p>	School setting.

b.	By the end of the Reception Year, Ruby will have closed the speech, language and communication gap by a year and be working within the 30-50 month range of the Early Foundations Stage curriculum for Communication and Language.		
	Section E	Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
b1	Within the school setting, Ruby will confidently use Total Communication, using BSL as a main form of communication with her family at home.	Teaching to maintain and improve on her proficient use of sign. Use of visual methods of presenting information. Staff will encourage Ruby to use her voice and give her time to do so both in teaching groups and small organised social situations with her peer group.	Teacher of the Deaf/specialist teaching assistant. Staff in nursery and school setting. Staff in nursery and school setting.
b2	Ruby will be able to make the sounds required in English.	A carefully graded individualised sounds programme which is monitored termly. Sounds Programme to be delivered in a ten minute session every day by the specialist teaching assistant who has been trained by the speech and language therapist.	Specialist speech and language therapist and Teacher of the Deaf. Specialist teaching assistant.
b3	Ruby's listening skills, in tandem with a focus on lip shape, will allow her to identify the 6 Ling-sounds (oo, ee, ah, m, s, sh).	An individualised listening skills programme. To be delivered/practised daily in individual and small group sessions.	Speech and language therapist, Teacher of the Deaf. Specialist teaching assistant.

b.	By the end of the Reception Year, Ruby will have closed the speech, language and communication gap by a year and be working within the 30-50 month range of the Early Foundations Stage curriculum for Communication and Language.		
	Section E	Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
b4	<p>Ruby's vocabulary, spoken language and understanding of language will show measurable term on term improvement.</p> <p>She will be able to:</p> <ul style="list-style-type: none"> i. Understand 3 word / sign level language ii. Use 2 word / sign level language iii. Attempt to use 3 word level. 	<p>Short term targets in vocabulary, spoken language and understanding to be written into the school based plan, reflecting high, yet realistic, expectations.</p> <p>An individually designed daily programme covering these areas to be delivered on a 1:1 basis (except where the specific targets require interaction with others, e.g. turn taking in conversations).</p> <p>Training for the full time specialist teaching assistant ensure success of the programme.</p> <p>The language being taught in the individual sessions will also be included in classroom teaching so that Ruby gets as much practice as possible.</p> <p>Direct input from a specialist speech and language therapist every two weeks for 45 minutes (including 10 minute liaison time with nursery staff /class teacher and specialist teaching assistant).</p>	<p>Teacher of the Deaf and nursery staff (school staff on transfer).</p> <p>Specialist teaching assistant.</p> <p>Specialist speech and language therapist.</p> <p>Nursery staff and class teacher on transfer.</p> <p>Speech and language therapist, early years staff and class teachers on transfer plus specialist teaching assistant.</p>

c.	By the end of the Reception Year, Ruby will be able to make as much use as possible of any hearing she has and to use her hearing technology to maximum effect. This includes improving her listening skills so that she is working in the 22-36 month range in the Early Years Foundation Stage curriculum.		
	Section E	Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
c1	She will be able to manage her hearing aids.	Modelling on how to check and change the batteries in her hearing with Ruby doing more of the task under supervision until she is fully confident and competent. Shown how to insert the ear mould and supervision until she is fully confident and competent.	Specialist teaching assistant with support and advice from Teacher of the Deaf. Specialist teaching assistant with support and advice from Teacher of the Deaf.
c2	The teaching and learning areas used by Ruby should have good acoustics and be managed to reduce background noise.	The acoustics of the areas are tested and report and recommendations given to the setting. Reasonable steps are taken to make it as easy as possible for Ruby to listen and hear.	Teacher of the Deaf and/or specialist technician. Nursery and later school settings.
c3	Introduction and use of an FM system within the school environment so that it is easier for Ruby to hear what the teacher is saying without other background noise.	System will be available for use. To be used by staff in class and teaching small group sessions.	Local authority. Staff in school setting.
c4	Staff fully understand the implications of Ruby's deafness and know the steps they have to take to ensure she benefits from their input and can play a full role in the life of the school.	General awareness training (refresher / update) for all staff (including lunchtime supervisors) in the mainstream school – one session of two hours duration.	Teacher of the Deaf.
c5	Ruby will show measurable improvement in her general listening skills and be working well within the 22-36 month level in the Early Years Foundation Stage.	A general listening skills programme (including early phonological awareness activities) tailored to Ruby's needs. Programme to be delivered daily for 10 minutes.	Teacher of the Deaf and speech and language therapist. Specialist teaching assistant.

d.	By the end of the Reception Year, Ruby's personal, social and emotional development will be secure at 30-50 months on the Early Years Foundation Stage Profile and she will be working on the 40-60 months level. Having reached the appropriate level for her age and ability, it is important to maintain it at this level or improve on it.		
	Section E	Section F	
	Steps towards achieving outcomes	Special educational provision	Who will be responsible?
d1	Ruby will feel confident to work / play with groups of children of her own age and to initiate conversation with another child/children of her own age, both within school and outwith school.	Daily opportunities for small group working within the normal class activities, supervised by an adult in order to facilitate turn taking, etc. A social skills programme to be delivered twice per week in 10 minute sessions. Attend weekly Rainbow group and swimming sessions with a communicator / interpreter.	Class teacher and specialist teaching assistant. Teacher of the Deaf to advise, specialist teaching assistant to deliver. Social care (see Section H1 of this plan).
d2	Ruby will have an understanding of her own deafness at an age appropriate level and begin to 'own' her deafness.	Opportunities for Ruby to meet and develop supportive friendships with other children who wear hearing aids. Strategies for Ruby to use and practise to make known her needs as a deaf person.	Teacher of the Deaf to advise and signpost to Local Offer. Teacher of the Deaf and specialist teaching assistant.

11. Plan Section G. Health provision required by Ruby

SEND Code of Practice requirement: Provision should be detailed and specific and normally quantified including who will provide it. It must be clear how it will support the achievement of outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget; clarity as to how advice and information gathered has informed the provision specified. Health provision may include specialist support and therapies, including medical treatments and delivery of medications, nursing support, specialist equipment and continence supplies. The local authority and CCG may also choose to specify other health care provision reasonably required by the child or young person which is not linked to their health or disabilities.

Related to SEN

Audiology provision, supporting all the outcomes outlined in Section E (above) to ensure Ruby can make best use of the hearing she has and the amplification systems she uses:

- Pure Tone Audiometric, Language and Speech Discrimination Assessments to be administered on an annual basis to monitor any changes in hearing.
- Hearing aids will be re-programmed or upgraded when necessary, such as when new ear moulds are fitted, if hearing levels change, or if new technology is available that is likely to be of benefit to Ruby.
- In case of faulty or broken hearing aids between routine appointments repairs/replacement equipment will be provided within 24 hours of notification. Ear mould replacement will be provided as necessary. New earmoulds will be returned to the family within 3 days post-impressions.
- Batteries will be provided by the audiology service as necessary in person or by postal service.

Unrelated to SEN

No needs identified.

12. Plan Section H1. Social care provision required under Section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970.

SEND Code of Practice requirements: Social care provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment). It must specify all services assessed as being needed for a disabled child or young person under 18, under section 2 of the CSDPA. It may include services to be provided for the parent carers of disabled children, following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989. It should be clear how the provision will support the achievement of outcomes.

Supporting outcome d1, a communicator/interpreter to facilitate Ruby's access to the Rainbows (weekly session of 1.5 hours) and weekly swimming lessons (each session is 45minutes). Both are term time only.

13. Plan Section H2. Any other social care provision required by Ruby

SEND Code of Practice: Social care provision may include provision identified through early help, children in need assessments and safeguarding assessments or adult social care assessments, but MUST only include services not provided under section 2 of the CSDPA. Social care provision will include any adult social care provision to meet eligible needs for young people over 18 (set out in the adult care and support plan). When 18, care provision specified in the EHC Plan will be provided by adult services. Local authority may also choose to include other social care provision which is not linked to their learning difficulties or disabilities, such as child in need or child protection plans.

None identified

14. Plan Section I. Name and type of placement for Ruby

Ruby will attend the following type of educational setting:
[This information must only appear in the final plan]

15. Plan Section J. Personal budget arrangements for Ruby

If there is a personal budget, the details of how the personal budget will support particular outcomes; the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care.

Ruby's family have requested a personal budget for the provision of a communicator/interpreter three times per week to allow Ruby to attend a Rainbows group and two swimming sessions.

There is no flexibility in the use of these monies.

The family have opted for direct payment and this will be paid in two lump sums in April and September.

This budget and its use will be reviewed termly.

The table below is an example of a possible way of recording the details required if a personal budget is being accessed.

Outcome step	What is being funded?	Annual cost	Funding agency	Comments (Note if all or part required as a personal budget)
d1	Communicator/interpreter for 3½ hours per week (term time only) 2 swimming lessons and 1 Rainbows session		Social Care	

16. Plan Signatures

Signed: _____ (Lead Officer)	Date: _____
Signed: _____ (Parent/Carer)	Date: _____

17. Plan Section K. Advice and information received for Ruby's assessment

SEND Code of Practice: The advice and information gathered during the EHC needs assessment MUST be attached (in appendices). There should be a list of this advice, who provided it and when it was provided.

Agency (If appropriate)	Role/Position	Written by	Date of report	Comments
	Parents	Mr & Mrs Smith	20/12/13	Proforma completed at initial meeting. Further comments added and signed at later meetings.
	Child	Ruby Smith	16/1/13	Nursery Assistant acted as scribe
Education	Teacher of the Deaf		3/2/13	
Education	Nursery Manager		10/2/13	
Education	Educational Psychologist		24/2/13	
Social Care	Social Worker		21/2/13	
Health	Audiologist		4/1/13	
Health	Specialist speech and language specialist		14/1/13	
Health	Paediatrician		14/1/13	

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