

# My Education, Health and Care Plan



**My Name is:** Mark Zeta Jones **Date of Birth:**11/09/1996

In accordance with the Children and Families Act 2014, the following statutory Education, Health & Care Plan is made by Waltham Forest Council ('the education authority') and the Waltham Forest NHS Clinical Commissioning Group ('the health authority').

## My Personal Details

Surname:	Zeta Jones	Other names:	Mark
Home Address:	WOOD HOUSE 76 WOOD ROAD WELLFORD WE1 3ER	Gender:	Male
		Religion:	None
		Home language(s):	English
Date of Birth:	11/09/1996	Ethnic Origin:	White British

## My Parent/Carer Details

Surname:	Jill Zeta and Bob Jones	Other names:	
Home address:	18 Wood Avenue London E17 7EE	Relationship to child:	Parents
Telephone:	Home:020 8508 0905	Mobile Mum Mobile Dad	07085 641 600 07060 795 999
		Child in Care:	Section 20
Any Additional Information: Email: <a href="mailto:jillzeta@aol.com">jillzeta@aol.com</a>			

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## My name is Mark

This plan was developed by Mark's family and people who know him well. It is an interpretation of his views. It is written in the first person.

# One Page Profile



I am 17 years old

### What people like and admire about me

I am funny and make people laugh, and people say my laugh is infectious. I'm caring and always willing to help, especially people who need more help than I do. I ask lots of questions, and I'm enthusiastic. People say I am resilient and I don't let my health problems get me down. I give great cuddles and I am welcoming to old friends and new people. When I say "sorry" I mean it. I am tidy and like to keep things in order. My family say that I bring people together and they say I see the fun in all things. I know a lot about public transport and roads.

### What is important to me

I like to know what is going to happen, what day, what time, and what will happen next. I like to watch my favorite programs on TV, IPlayer, Tivo, You Tube or DVD. I like planning journeys and going on trains. It is really important that I feel I am being listened to and have my questions answered. It is important to me that people laugh with me and that I am able to help people. I like to greet people and hug people. I like responsibility and being able to answer telephones and open doors. I enjoy seeing pictures and videos of myself on digital cameras and mobile phones. I need to have food when I am hungry, and not when I'm not. It is important to me that I have apologies accepted. I don't like seeing clowns or people dressed in animal or character costumes, it makes me very scared. Milo is my soft toy and I like to have him with me at bedtime. I love to watch Topsy and Tim and Justin's House on TV. I like the music to Eastenders. I like to sing and dance, especially singling along to Justin's House, and performing in the William Morris Choir. My best activities are train rides, bike rides, going bowling, visiting gardens and mazes, going to the cinema and eating out with my friends and family. I like the peace and quiet of the countryside.

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## What People need to know to support me well

- It is really important that you let me know what's happening and what's going to happen or I can get anxious
- You need to listen to me and ask me to repeat if you don't understand what I have said
- In order to help me understand you need to repeat questions and use simple sentences
- I am very affectionate and you need to remind me to check it's ok to hug someone I don't know
- I need to be supervised when crossing the road to keep me safe. You need to hold my hand or use your arm to guide me as, as well as verbal prompting about waiting, and looking left and right.
- Staff working with me need to keep calm, you can use humour and distraction if I become anxious or show difficult behavior as they always work better to keep me happy. I don't like shouting
- Distract me with favorite words/phrases or something fun if I get angry or frustrated
- Staff working with me need to protect my head or body if I try to head-bang or hit hard objects with my hands. You can put yourself or something soft between me and hard surfaces
- I like to be hugged close and you need to stay calm if I am lashing out. You can take me to a safe place where he can't hurt myself
- I am able to feed myself if you cut my food into bite-size pieces and serve in a plate/bowl with sides
- Give me a tissue to wipe my mouth or chin after food or if I drool, you can ask me to wipe my mouth and chin
- Encourage me to drink plenty, especially with food, I can drink through a straw or from a small cup (sugar-free or diluted juice or water)
- Make sure I have my medicines at the right time
- Please ask me if I need changing, and check again as sometimes I say no when I really do need to be changed
- Please change wet or soiled nappies in privacy, reminding me not to play with myself at changing times
- Remind me to wear my Pedro boots, I need these to support my ankles

## About me

My name is Mark and I am 17 years old. I have a good sense of humour and I like to have fun and try new things. I like to do practical things and I learn much better through doing things than by learning how to do them in a class room. If I can practice a skill or a task lots of times I can get good at doing it. The kind of things I have helped out are taking round post to classes at school; keeping the school garden clean and tidy; taking messages to people; helping people pack their shopping and push their trolleys. I have been learning about menu planning, cooking and shopping at Wellwood House. At Kith & Kids I have made videos, helped to cheer up other young people when they are sad, and help push wheelchairs, as well as making food in the kitchen.

If you listen carefully to me you will understand what I am saying, and I will keep on saying it until you do understand. If you don't listen to me, or if I can't find the words to say what I need I can get very anxious and frustrated. I use some Makaton signs and I understand Makaton signs and symbols. I don't always understand what is happening to me, the changes I am going through as I grow up, and I find some of this quite scary. Sometimes I get so scared and anxious I lose control and lash out. I don't really know I am doing this.

I like adventure and travelling especially train travel and one day I want to go on an airplane. I love fast cars and want to learn to drive. I'm good at planning trips. I am friendly and affectionate and I love to help people.

I have cerebral palsy as a result of brain damage at birth. I can walk and run without help, but I am a bit slow and trip over easily. My fine motor control is limited, I find it hard to use a pen, but I am good at using a computer mouse and touchscreen. My speech is not always very clear, but I understand more than I can express. I find it hard to concentrate for more than a few minutes and I like to keep moving on to new things, or going back to things I have done before, otherwise I get bored. Because I ask a lot of questions, I need adults around who understand me and will talk with me. If I don't get adult attention easily I will find other ways to get it, including banging, shouting, or grabbing other people.

My eyesight and hearing is good. I have chronic renal failure for which I had a kidney transplant in 2007. I have to see lots of doctors and take medication at fixed times. My development is delayed (in terms of my speech and language, problem solving, understanding more than one idea at a time, and this means I have difficulties with basic skills and formal learning). I don't let my medical problems get me down and I am generally happy, friendly and engaging with people. I have a nut allergy.

I go to William Morris School. Sometimes I really like it but other times I have been very anxious and haven't always been able to take part. My learning levels are entry level 1.

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## Important People in my life (Relationship circle)

- My Mum and Dad, and my younger brother Alfie
- My friends Chelsea, Jade, Charlie and David at school, Aaron and Darryl at Leyton Green Road, Alun, Emma and Chi Woo at Kith & Kids
- Kith & Kids volunteers, especially Tom, Reles, Robin, John and Mark
- My Grandma Shelagh and my Granny Anne
- My aunties, uncles and cousins
- Duncan and Vince who look out for me (adult friends of Mum and Dad)
- My support workers at school and Wellwood House

## My Aspirations

- When I become an adult I would like to be able to go on Eurostar because I love big trains.
- I want to go on an airplane to Germany and visit my friends, and I know I need to learn to use the toilet and get out of nappies to go on these adventures
- I want to visit lots of different places
- I want to keep on helping people
- I want to have a job where I can help people and do the things I am good at
- I want my own mobile phone so I can keep in touch with friends and family
- I want to make more friends of my own, I know I can be a good friend
- I want to learn to drive
- I want to spend time with my family and friends
- When I get older I want to live in a house with friends and adults who will really look out for me
- I want to do more things for myself, and I'm learning lots of news things I can do at Wellwood House

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## Important to me now and for me the future

### To me now (what really matters to me)

- I like to be with friends
- I like to spend time with family
- I like to have adults to talk to who listen to me
- I like to know what's happening in the future
- I like to work with people who are 'positive' about my strengths
- I like to be involved in planning my activities
- I like to be included, I don't like being on my own very much
- I like to know everything in detail
- I like to deliver messages and speak to staff
- I like to discuss and plan for the day
- I like going to Kith & Kids
- Justin's House, Topsy and Tim, Eastenders
- Planning journeys, going on trains
- Helping people, opening doors for them, answering phones
- Milo my soft toy at bedtime
- Having my TV, IPLAYER, TIVO, You Tube or DVD
- Hugging people and laughing
- Seeing pictures or films of me on phones or digital cameras

### Important for (good support)

- To be in an open and structured environment - I need an environment where I can have space with good planning so I know what's happening
- To have a routine and structure I understand
- To have help to be more independent and do things for myself
- To go on an airplane and drive a car
- To learn to go to the toilet so that I can go on an airplane
- To have support from staff who are aware of my health needs and how to meet them e.g. nut allergy, PEG, toileting
- To have an environment where I can feel settled and supported throughout the day ( structure)
- To go on holiday
- To be involved in decision making and having choices
- To be involved in my learning in a nurturing environment where I can grow and develop
- That others stay calm when I am feeling anxious

# What is working and not working so well in my life

## Working

- Mark likes living at Wellwood House
- He really enjoys the independence he is getting
- Getting lots of adult support and attention
- Starting to manage money
- Short-Breaks: ELHAP, 92 Leyton Green Road, Kith & Kids
- Personalised approach
- Male staff element seems positive
- Confident key workers in different settings
- Doing things to help people – jobs around the school and doing a good job
- Positive feedback from staff about helping people
- Renal services transition from GOSH to Royal London
- New support staff

## Not working

- Mark is homesick sometimes, he doesn't understand why he can't come home
- Mark is finding structured education quite difficult e.g. class room learning
- Mark has periods of being very tired
- Mark can be very anxious and transitions between settings can exacerbate this
- Adolescence – developmental surges have been scary for Mark
- He has lost control of his feelings and hurt himself, people and things
- Rigid approaches
- Focus on his negative behaviour – short term rewards and task and rewards don't seem to work
- Lots of changes when he is anxious and unsettled
- Understanding what is driving Mark's challenging behaviour – not always an obvious external trigger
- Other Health transition e.g. mental health
- Mark have sometimes refused to attend school and not joined in with peers when I have attended.





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## How to Communicate with me and engage me in decisions

I like to be involved in decisions about my life and my future. I am able to attend meetings to listen and contribute my views. I need people to speak clearly, and in short sentences, and to check that I have understood. I like to see pictures and things written down. I like people to let me know they have understood me, perhaps by repeating back to me what I have said. I understand a lot of Makaton signs and symbols to emphasize words and phrases.

Formal meetings don't work for me, they need to be person centered and include people who know me well to allow me to feel comfortable to contribute.

Example

## Special Educational Needs

B

Brain damage at birth, so delayed development affecting learning, problem solving and behaviour, including self-harm and aggressive behaviour to others.

Working at level 1 of the National Curriculum

Limited concentration span

Doubly incontinent, need extensive support with toileting

## Health Needs which relate to my SEN

C

Cerebral Palsy affecting mobility in walking particularly on one side, and speech (especially poor fine motor control, low mouth tone so excessive saliva and difficulties with retaining food)

Chronic Renal failure, kidney transplant in August 2007. Daily medication and monitoring of water intake.

## Social Care Needs which relate to my SEN

D

Need daily adult support with self-care due to poor motor control and problem solving difficulties



<p>Independence/in dependent living</p>	<p>By the time I am 19/20 years old I will be able to live with friends/young people in a supported setting that will be able to meet my needs</p>	<ul style="list-style-type: none"> <li>• A personalised key skills approach to be used in school based around interests e.g. transport, helping others</li> <li>• A home/school independence skills programme to be developed with Mark. Setting small targets. Shared and reviewed by all involved</li> <li>• Exploration of the use of a personal daily living skills programme in the 'school keepers cottage' and this to be shared across settings with Wellwood House to ensure a consistent approach</li> <li>• At home (Wellwood House) to be given responsibilities e.g. planning shopping, using money, going shopping and helping packing bags.</li> <li>• At home to be given responsibilities that could lead to developing employment skills e.g. sorting items, delivering items such as leaflets door to door with support.</li> <li>• Transition Social Worker to carry out an assessment with regard to provision of personal budget/residential college</li> </ul>	<p>William Morris School</p> <p>All</p> <p>William Morris</p> <p>Wellwood House/Family</p> <p>Wellwood House/Family</p> <p>Crina Poppa to allocate SW</p>	<p>July 2014</p> <p>May 2014</p> <p>May 2014</p> <p>May 2014</p>
<p>Planning for good Health</p> <p>Good Health</p>	<p>By the time I am 19/20 years old I will continue to be healthy and safe with all people who know me having a proper understanding of my physical and mental health needs</p>	<ul style="list-style-type: none"> <li>• Referral for a neurological assessment at Great Ormond Street Hospital to clarify my medical needs around CP and low tone in the mouth</li> <li>• Clarification and understanding of my medical needs with an appropriate treatment plan</li> <li>• A Health action plan/health passport/continuing health assessment</li> <li>• Continued support from CAMHS around anxiety and managing emotions</li> <li>• Responsibility will be transferred from children's CAMHS to AMHS by the age of 18.</li> </ul>	<ul style="list-style-type: none"> <li>• GP referral/ Referral through Renal Team at GOSH</li> <li>• The Multi-Agency Transition Team will carry out the health actions</li> </ul>	<p>May 2014</p> <p>July 2014</p>

Developing friendships, relationships, community	By the time I am 19/20 years old I will have developed a circle of friends with people who have common interests and I will have access to my community	<ul style="list-style-type: none"> <li>• Family/School to discuss young people who may be appropriate to develop a friendship group to do activities with outside of school.</li> <li>• I will continue to access activities in the community such as Kith n' kids, ELHAP</li> <li>• Explore short breaks activities that can continue into Adult Services.</li> </ul>	<ul style="list-style-type: none"> <li>• Family/School</li> </ul>	June 2014
		<ul style="list-style-type: none"> <li>• Social Skills programme to be developed around making and maintaining friendships</li> </ul>	<ul style="list-style-type: none"> <li>• SW and family to work together</li> </ul>	July 2014
		<ul style="list-style-type: none"> <li>• Home/School to develop social skills stories/visual diary or journal</li> </ul>		July 2014

Example

# My Education Provision and Support Plan

Life Pathway	Intervention	Who will do this, how often	Monitoring/ Review
Education/ Employment  Paid Work	<p><u>Learning</u></p> <ul style="list-style-type: none"> <li>• A (14-19) personalised curriculum</li> <li>• An organised and structured classroom environment</li> <li>• ASDAN award moving to Personal Progress Certificate/Diploma (Entry Level1) which is unit based and will develop my skills in:               <ul style="list-style-type: none"> <li>✓ Reading and writing</li> <li>✓ Words and numbers</li> <li>✓ Personal, Social and emotional development</li> </ul> </li> <li>• Employment skills development in areas I am interested in: Helping others, Transport travel.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• A total communication approach to support my use and understanding of language</li> </ul>	<ul style="list-style-type: none"> <li>• Small class group (6/7 pupils) with a teacher who knows me and 3 members of support staff</li> <li>• 1:1 support for activities where I need individual support e.g.</li> <li>• Personal care</li> <li>• Medication</li> <li>• Trips off school site e.g. crossing the road</li> </ul> <ul style="list-style-type: none"> <li>• Staff supporting me will use clear language and support my understanding by listening well, repeating and using visual ques or makaton signs</li> <li>• Provide me with models of sentences that are grammatically correct.</li> <li>• A visual timetable (consistent showing of this throughout the day)</li> <li>• First, then next board</li> <li>• Develop a communication passport</li> <li>• Develop a multi-media Wiki Site (School/Parents and The Rix Centre by December 2014)</li> </ul> <ul style="list-style-type: none"> <li>• Educational Psychologist assessment</li> </ul>	

# My Final Education Resources and Support Plan

Life Pathway	Intervention	Who will do this, how often	Monitoring/ Review
Education/ Employment  Paid Work	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> <li>A behaviour management program which is planned with me and my family that includes interventions that calm me</li> </ul> <p><u>Self Care and independence skills</u></p> <ul style="list-style-type: none"> <li>Support me to develop more independence in eating and drinking</li> <li>Support to manage my saliva control</li> <li>Support me to develop more independence in toileting through a consistent plan across home and school</li> <li>Support me to take my medication at school</li> <li>Staff to check that food does not contain nuts</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be aware of any triggers that may cause my behaviour</li> <li>Staff to use de-escalation techniques to calm me down e.g. distracting me with my favourite words or phrases or something fun. Humour works well in calming me down</li> <li>In the event that I lash out trained staff should use team teach techniques</li> <li>Staff should prevent me from hurting myself by taking me to a calm and safe place and removing any objects in the way</li> <li>I am able to feed myself if you cut my food into bite-size pieces and serve in a plate/bowl with sides</li> <li>Give me a tissue to wipe my mouth or chin after food or if I drool, you can ask me to wipe my mouth and chin at lunch and break times daily</li> <li>Staff to encourage me to drink plenty, especially with food, I can drink through a straw or from a small cup (sugar-free or diluted juice or water)</li> <li>Staff to ask me if I need changing, and check again as sometimes I say no when I really do need to be changed</li> <li>Staff to help me change wet or soiled nappies in privacy, reminding me not to play with myself at changing times</li> <li>A medication schedule where staff help me to take my medication at set times</li> </ul>	



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# My Health Provision and Support Plan

Life Pathway	Intervention	Who will do this and how often	Monitoring/ Review
<p>Planning for good Health</p> <p>Good Health</p>	<ul style="list-style-type: none"> <li>• A Transition plan for Renal Services to manage my chronic renal failure including:</li> <li>• A toileting program</li> <li>• Provision of pads</li> <li>• Medication management</li> <li>• Ensuring appropriate fluids</li>   <li>• Transition plan for mental health services e.g. therapeutic mental health services</li> <li>• Monitoring my PEG and skin integrity</li>   <li>• Community Health Service Transitions – Continence, dental, podiatry</li> <li>• Medical equipment e.g. syringes</li> <li>• A daily programme for healthy eating</li> <li>• GP annual learning disabilities assessment</li> <li>• Continuing Health Care assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Great Ormond Street Hospital and Royal London Hospital have developed and implemented a plan</li> <li>• Daily administering of medication by Wellwood House and William Morris through the agreed schedule</li> <li>• Daily monitoring by school (nurse) and Wellwood House to prevent dehydration</li> <li>• School nurse and Wellwood House</li> <li>• Parents/staff/health care professionals will utilize the hospital passport</li> <li>• Dr Mary Murphy Ford, Consultant Psychiatrist, Waltham Forest CAMHS</li>   <li>• Daily by staff at Wellwood House</li>   <li>• Multi-agency transition team health lead</li>   <li>• Healthy eating program followed by Wellwood House and School with staff checking that food doesn't contain nuts</li> <li>• GP assessment by September</li> <li>• Multi-agency transition team health lead</li> </ul>	

# My Care Provision and Support Plan

Life Pathway	Intervention	Who will do this, how often	Monitoring/ Review
1. Chronically Sick and Disabled			
2. Developing friendships, relationships, community	<ul style="list-style-type: none"> <li>• Placement at Wellwood House</li> <li>• Allocated Social Worker</li> <li>• FACE Assessment</li> <li>• Support from a Personal Advisor from the Leaving Care (at 18 years of age)</li> <li>• Staff to check that food doesn't contain nuts</li> </ul>	<ul style="list-style-type: none"> <li>• 7 days a week - 1:1 support</li> <li>• Parents/Wellwood House</li> <li>• Sally Rees, Children in Care Team. 6 weekly visits and a 6 monthly LAC Review</li> <li>• Salma Quershi, Transition Team by 09/07/2014</li> <li>• 8 weekly visits by a PA and a 6<sup>th</sup> monthly review of the pathway plan</li> </ul>	

**My Early Years Setting/School/College/  
(delete as appropriate)**

<b>School Name</b>	<b>Type</b>	<b>Dates: From /Until</b>
William Brook School	Day, mixed, special school	03/09/2009

Example



# My Individual Budget

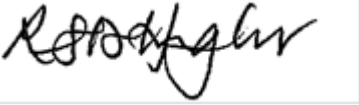


Intervention	Who will provide this (Education/Health/Care)	Cost
N/A	N/A	N/A

Example

**K**

## List of advice and information used in this plan

<b>Report Name and Appendix reference.</b>	<b>Date of Report</b>	<b>Who wrote the report?</b>	<b>Contact details</b>
One page profile and PATH	May 2014	Parents	See page 2
Annual Review Report	25/04/2014	Rhian Hughes	0208 496 6511
Speech and Language Report	20/05/2014	Jean Chang	0208 504 9210
FACE Assessment	Pending	Salma Quereshi	0208 262 2581
Educational Psychology Report	26/06/2014	Jo Olson	0208 496 7544

Authorised Officer /Agency	Signature
L.A Officer	
Health Officer	
Child/Young Person	
Parent/Carer	

## Person Centred Education, Health and Care Plan Review

This Plan will be reviewed annually to reflect my needs and ensure that the provision is appropriate to meet my needs. It can be reviewed at any time if my circumstances change