



**MANCHESTER
CITY COUNCIL**



Emme Huddleston's

DRAFT

EDUCATION, HEALTH AND CARE PLAN

CONTENTS

SECTION A	All about me	Personal details. The views, interests, aspirations and history of the child or young person and their parents/carers. How the child/young person communicates and makes decisions.
SECTION B	My special educational needs	Summary of identified educational, health and care needs based on information received from child / young person, family / carer, school / setting / colleges, Educational Psychologist, health, care and other professionals.
SECTION C	My health needs	
SECTION D	My care needs	
SECTION E	My outcomes	Agreed outcomes covering education, health and care. Transition plans for key stages such as changing schools and preparation for adulthood. Arrangements for monitoring and reviewing outcomes.
SECTION F	Educational provision to meet my needs	Resources and provision to meet identified needs and support achievement of outcomes.
SECTION G	Health provision to meet my needs	
SECTION H1	Care provision to meet my needs under section 2 of the 1970 CSDPA	
SECTION H2	Any other care provision reasonably required and not covered by the 1970 CSDPA	
SECTION I	Placement	Name and type of setting, school, or further education provision.
SECTION J	Personal Budgets	Information on any personal budget which will be used to secure the provision in the EHC Plan and meet the special educational needs and outcomes.
SECTION K	Advice and information	Details of who has contributed to the assessment and EHC Plan. Advice and information gathered during the statutory assessment.

This information should only be shared with agencies who have contributed to the statutory assessment and plan unless the child/young person or family have given permission. The family has the right to share this information with whoever they wish.

SECTION A:**ALL ABOUT ME**

Name	Emme Huddleston	DOB	09.11.09	
Address	1 Pitchcombe Road, Manchester, M22 1QZ			
Gender	Female	Ethnicity	Not stated	
Home Language	English	Interpreter required?		No

Name of Parent/Carer	Mr Christopher Wynne			
Relationship to child/young person	Father	Parental responsibility?	Yes	
Address	1 Pitchcombe Road, Manchester, M22 1QZ			
Home language	English	Interpreter required?		No

Name of Parent/Carer	Claire Huddleston			
Relationship to child/young person	Mother	Parental responsibility?	Yes	
Address	1 Pitchcombe Road, Manchester, M22 1QZ			
Home language	English	Interpreter required?		No

My views, interests and aspirations

My Views

I enjoy reading books. I enjoy playing volleyball. I like being around nature. Sleeping is one of my favourite things to do. Subjects that interest me are science, history and psychology. I recently been taking part in Art Therapy. I really enjoy reading and if I am feeling really anxious this helps. I join in class discussions and debates and share my viewpoints along with listening to others.

I have joint hypermobility. I have anxiety. I was given a diagnosis of autism in March 2023. My support needs include encouraging or direct me to work with others, I want to but find it hard to ask; ensuring I have my stress toys especially if I appear overwhelmed or more anxious than usual; preparing me for any changes in routine; providing me with ear defenders or noise blockers and fidget toys; having support accessible but not forced. Please do not keep asking if I am ok, I can ask for help when I need it. I can struggle in large crowds.

Emme feels that most of the time her mood is ok. It can help her to play loud music. At the moment "Cavetown" is one of her favourites and she finds it helpful to put on her playlist. She has problems with sleep. She can find it hard to get and stay asleep. Her sleep impacts how she feels at school, although she has noted that she often has really small amounts of sleep and can still get up in the mornings; sometimes as little as 2 -3 hours of sleep. She can sometimes feel anxious. The main thing that makes her feel anxious is change. She finds the environment can sometimes be overwhelming, in particular, if somewhere is busy and noisy. She is frustrated with her involvement with Child and Adolescent Mental Health Services (CAMHS). She would like to know more about the social communication pathway assessment, which was done before Christmas.

Emme is independent with her personal hygiene. She knows how to do the laundry. She can bake. She is able to go to the corner shop and to go and get food independently. She likes to go the forest near her home and walk to the water fall. She does not like to eat breakfast and often do not want to eat at Leo Kelly School. She is not going out and about independently, other than to go to the local shop and for walks in the forest. She can find big shops such as big supermarkets or the Trafford Centre overwhelming. She is not too keen on being on a bus as it can be too busy and previously when she has been on the tram she has found it to be too loud.

Emme has one good friend. She has a decent friendship group at Leo Kelly School. She likes her own company, walking, listening to music and reading. She likes being in a quiet space. She is not tempted by social media and prefer to engage with friends out of school through Minecraft. She does not have any connections with the people that she was at mainstream school with. She does not spend time with her family watching tv or films, she spend most of her time in my bedroom.

Emme feels like lessons are going ok and she is doing ok at school. She has some good ideas for careers for her future. She has a clear idea of what helps her learn, both the environment and the teaching style. She finds it hard to keep up with what is going on in maths. She missed some lessons. She is not too keen on art.

My Aspirations

I would like to return to a mainstream school and feel ready to do this. I would like to go to college then University to study psychology. I have an interest in criminal and clinical psychology.

Emme is very keen to move back to a mainstream setting, to ensure that she has a full range of GCSE subjects to choose from for the next 2 years. When she is able to think about her future, she would like a career which involves psychology. She is considering clinical or forensic psychology and sees this as her goal for her adult life. She has some fixed thinking about her future and is definite that the way to get there is to reintegrate into a mainstream setting. She would like to know more about the career or academic paths for her to get to do what she wants. She would like to know what grades she needs in my GCSEs. She would like to find out about what she could do in maths to make some progress.

Emme would like to be able to sleep more. She would like to learn to cook and to get around on the local public transport system. She has started learning how to do this at school. She is happy to think about having just one-to-one friendships.

I would like it if my friends lived close enough for me to spend some time with them, but I am happy with my own company.

My parent's/carers' views and their aspirations for me

Parents'/Carers' Views

Emme is good at drawing, creative writing, random facts and general knowledge. She likes music, walking, clothes, animals, history, science and English. She finds communication, change, emotional communication, maths, public noise or crowds difficult. She dislikes maths, people and crowded spaces. It is best to support Emme with clear instruction, consistency, trust, music, proactive distraction with headphone and music, being listened to, time out, sensory space, support passes and a calm environment.

Emme's mum is convinced that without the opportunity to remain a small supported provision, Emme is likely to have less attendance at school. She expresses fixed thinking about her next steps and will only consider moving back to mainstream. She does not want to stay the Leo Kelly School.

Parents'/Carers' Aspirations

We would like Emme to thrive in all aspects of her life, to be the best she can be. We would like her to continue in mainstream college with the support she needs. We would like her to be happy, safe and healthy.

Emme's mum is keen for Emme to stay at Leo Kelly School. She believes that Emme will find it tricky at a mainstream school and she may become more distressed in the way that she had when she was a student at Manchester Enterprise Academy.

Our history

I live with my mum and dad. I have an older brother and I have a younger brother. I am really close to both of my brothers.

Emme's parents feel they are a close family. They try and support each other the best way they can. They spend time as a family outside, playing games, watching film, just having a lovely happy home.

How I communicate and make decisions

I will usually have my headphones on if I'm anxious or I will ask to speak to someone.

Emme is very awkward as she does not feel comfortable. She sometimes will avoid making decisions entirely. She will have a meltdown and will become very emotional and cry and scream.

Statements in the first person are the views expressed directly by the child / young person through their words or behaviours. Where family / carer or others have supported the child / young person to express their views these should be written in the third person

SECTION B: MY SPECIAL EDUCATIONAL NEEDS

Summary of identified special educational needs and strengths

Emme's social, emotional and mental health needs are her primary area of need. She has a diagnosis of autism spectrum condition. She has experienced anxious feelings about school and had long times away from school. She also had periods of self-harm and suicidal ideation. She appears to be someone with variable mood and has difficulties with her sleep routine. At the start of her high school life, she experienced some significant difficulties with peer relationships and with some of the demands at school. Furthermore, during lockdown she experienced high levels anxiety and found it difficult to return to school after school closures.

1. Education and/or training

Emme reads a lot of the time and has some high level reading skills. She is currently working within age related expectations. She has made progress in her attendance and academic performance and has accessed a full timetable at Leo Kelly. She likes history and psychology as well as science. However, she relies on encouragement to extend her writing and she can be less willing to write longer pieces. Her verbal responses can mask her comprehension. She sometimes selects the wrong word in her written responses because she has misunderstood the definition of the word. In maths, she is quick to grasp new concepts and is able to ask good questions. However, she continues to rely on a personalised support to access her curriculum as a result of her attentional needs, gaps in learning, hypermobility and mood.

2. Preparation for employment

Emme has clear career goals. She works hard and she can be motivated when it is something she is interested in. She works well independently and she contributes well in class discussions, expressing her opinions in a mature and articulate manner. However, she relies on support within the classroom to focus and to sequence her ideas for learning. She relies on support with her engagement, relating to her mental health. She can find it hard to remain focused and engaged when it is a subject that she is not interested in or does not see the point of.

3. Health and wellbeing

Emme is reported to have self-harmed at times. She has been admitted to accident and emergency as a result of a suicide attempt. She previously had an anxious avoidant presentation, about situations, particularly about school. This anxiety, alongside her fixed views of the world can make it difficult to support her to manage her anxiety or build strategies to deal with anxious feelings. Her anxiety appears related to her perceptions of how others view her, her ability to feel calm and safe in the environment, particularly managing sensory needs. Emme is frequently anxious when building and maintain relationships with others, particularly with peers. Emme has had strong feelings about germs and can be anxious about this. Her physical presentation appears to show increased anxiety when she has an unexpected change to staff or curriculum changes at school. Emme can have fixed thinking and finds it difficult when situations or relationships are not as she expects. She can find it difficult to navigate and recover from conflict situations with her peers. This was a particular feature at her previous school. Whilst Emme can appear articulate and mature, her fixed thinking and her default coping strategies can present a barrier to her in making progress to manage her anxious feelings. She also shows delays in her understanding of her and others' emotions.

Emme's joints are more flexible and can cause joint and muscle pain and stiffness. She can be prone to strains and sprains. She may have poor balance and coordination. Her joints may dislocate easily. She also suffers with postural back pain.

Emme has a strong reaction to loud noise. She also finds large busy rooms difficult to be in. It is also noted that she has particular fixed eating habits.

4. Friends, community life and leisure

Emme is described as polite and friendly and she can be kind to others. She makes friends easily and is good at building relationships with adults. She has a good friendship group at the Hospital school and she has one close friend. She tends not to see these peers outside of school, although she has met up with young people from Leo Kelly, on occasion. Staff at Leo Kelly School have noted that Emme's attendance has dropped recently at school. This has coincided with her main friend not attending school due to ill health. Her community inclusion is heavily reliant on other friends or her family.

Emme has good verbal skills and is able to converse with a range of adults. She has a good sense of humour. However, there can be a gap in her understanding when language is more abstract. She can be literal in her understanding of others and can struggle to understand the nuance or double meaning in language within social interactions.

5. Preparation for independent living

Emme is her own person; she has developed her own style and takes pride in her appearance. She can go to the shops when accompanied and she understands the value of money. She is independent with personal hygiene. She does not eat breakfast and does not eat at Leo Kelly School. She is not yet independent to travel on her own, although she enjoys walking in woodland near her home.

Needs to be linked to Outcomes and Provision

1a. Education and training

2a. Preparation for employment

3a. Mental health

3b. Health

4a. Friends, community life and leisure

5a. Independent living

SECTION C: MY HEALTH NEEDS

Health needs related to my special educational needs
Emme has a diagnosis of autism. She experiences difficulties with social communication, social relationships as well as difficulties managing change, unusual and limited interests and difficulties identifying and expressing feelings. She also has sensory processing differences.
Other health needs
Emme has received input from the CAMHS Home Intensive Treatment Team (HITT). Needs are being met through universal health provision.

SECTION D: MY CARE NEEDS

Care needs related to my special educational needs
None
Other care needs
Needs are being met by the family, universal provision and the Local Offer.

SECTION E: MY OUTCOMES

Agreed outcome	Who will help			By when
	Education	Health	Care	
1. Education and/or training				
1a. Emme will be able to gain 5 GCSEs or equivalent qualification, achieve over 90% attendance at school.	School staff			By the end of Key Stage 4
2. Preparation for employment				
2a. Emme will have an understanding of options for further education towards possible future career goals.	Education staff			By the end of Key Stage 4
3. Health and wellbeing				
3a. Emme will be able to identify her feelings and communicate these to other professionals or adults as required.	School staff			By the end of Key Stage 4
3b. Emme will be able to have an understanding of and be able to work towards healthy sleep, eating and exercise habits, manage obtaining and taking any appropriate medication.	School staff			By the end of Key Stage 4
4. Friends, community life and leisure				
4a. Emme will be able to have positive peer relationships or friendships who she spends time with within her community, have a sense of belonging and feel secure in her school environment and with key staff members, make herself understood and make her needs known including asking for help, and be actively participating in leisure activities outside of school.	School staff Art therapist			By the end of Key Stage 4
5. Preparation for independent living				
5a. Emme will be able to get up and get to school independently using the school bus or walking to school, navigate necessary and preferred areas of the city using public transport, feel confident to shop independently at local shops that are local to home or school, explain	School staff			By the end of Key Stage 4

<p>her understanding of safe and healthy friendships, relationships, sex education and how to stay safe, and recognise risk in the online world, at school and in her community.</p>				
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<p>Monitoring and review arrangements</p>
<p>Emme’s progress will be monitored on a termly basis.</p> <p>The Local Authority will ensure annual reviews are arranged by the education provider which focus on progress towards achieving the outcomes identified in the EHC plan and on the educational, health and care provision specified in the EHC plan.</p> <p>The education provider will complete a review report recording the discussion, actions and outcomes agreed at the review and will send this, with any additional reports, to the Local Authority. The first review will take place within 12 months of the date when the EHC Plan was issued.</p> <p>Emme and her family and carers should be actively involved in reviewing her plan.</p>

SECTION F: MY SPECIAL EDUCATIONAL NEEDS PROVISION

Provision	Delivered by	How (including any funding)
A differentiated curriculum	Education Setting	The school will use its delegated budget (element 1 and 2) and the local authority will provide top up funding (element 3) of £7,814 pro rata in a full 12-month period to meet the need specified in the plan and the provision map provided by the setting.
1. Education and/or training		
1a. Strategies to develop her cognition and learning.	School staff	<p>Targeted support for learning with a flexible, person-centred approach to the curriculum. She may need some catch up interventions to address any gaps in her knowledge and skills and ensure she has appropriate qualifications to move onto her future career.</p> <p>Use of a smart desk or other devices for longer pieces of writing.</p> <p>Greater support with understanding tasks, including support with planning for her answers, particularly in English and Work broken down into component parts, provided with clear instructions, including modelling or videos and feedback at each stage.</p> <p>Check in support at the start of each day and when Emme is unable to access school to enable her to build strategies for greater attendance and to help her to catch up on any missed learning.</p> <p>Support within lessons to help her understanding and providing Emme with alternatives to reading text, helping her to understand the task in front of her. She learns best by having something modelled to her or watching videos of what is required.</p> <p>Clear and structured routine, including verbal rehearsal of Emme's day (as part of form time) and any changes within it. Staff will use NOW, HOW, NEXT approach to help her manage what is coming next.</p> <p>Exam preparation support and adaptations for exams including extra time and a scribe if required.</p>

		Ongoing support to Emme and her family from staff at school, encouraging Emme to have a fresh start each day and to build on the success she is currently experiencing at school.
2. Preparation for employment		
2a. Strategies to prepare for employment	Education staff	<p>Personalised careers advice and additional support with careers advice.</p> <p>Supported work experiences and internships.</p> <p>A bespoke transition package, including visits to Emme's chosen provider, the opportunity to familiarise herself with the environment prior to attending, and opportunities to meet with the staff who will be working with her.</p> <p>Learning breaks within her lesson to enable targeted focus for listening, independent work.</p>
3. Health and wellbeing		
3a. Strategies to develop her social emotional and mental health	School staff	<p>Personalised PHSE lessons at least once per week. She will have access to group lessons which are focused on improving emotional literacy and coping skills.</p> <p>Appropriate therapeutic intervention that takes account of Emme's social understanding and ability to share her feelings. Minimum once per week, at the point that she is willing to engage.</p> <p>A range of therapeutic support so that Emme is able to consider and build understanding of her feelings, build a range of strategies for managing her mood or anxious feelings with support for regulating her emotions.</p> <p>An advocate, a trusted, attuned adult who can offer one to one support to build her resilience and to monitor and support her mental health needs.</p> <p>Significant pastoral support, alongside one-to-one support out of lessons.</p> <p>Enhanced in-class support, for example, an additional adult checking in with her</p>

		<p>and ensuring she is on track and able to engage when she feels anxious.</p> <p>Enhanced support during unstructured times to help her manage her relationships, anxiety and to stay safe.</p> <p>Reflection time with a qualified member of staff.</p> <p>A personalised and flexible timetable which takes her social, emotional and mental health needs into account.</p> <p>Check-ins with a trusted member of staff, with one-to-one reflection sessions.</p> <p>Use of art therapy.</p> <p>Use of emotion cards.</p>
3b. Strategies to maintain optimum health.	School staff	<p>Personalised teaching input within PSHE relating to cooking, healthy eating, sleep hygiene and participation in PE (identifying preferred exercise habits).</p> <p>Attending reflection sessions at school weekly to support greater self-awareness of barriers to healthy eating habits and strategies to overcome unhelpful thinking or feelings about food or eating.</p>
4. Friends, community life and leisure		
4a. Strategies to develop her social interaction and communication skills	School staff Art therapist	<p>Encouragement from others to engage in social activities outside of Emme's home, helping her identify and overcome any barriers to social interactions with others.</p> <p>Additional staff support during structured and unstructured times to oversee and help mediate the forming and maintaining of positive peer relationships. Alongside this Emme needs access to group interventions to build her social communication skills and flexibility of thinking.</p> <p>Support to access a leisure activity of Emme's choice in her community.</p>
5. Preparation for independent living		
5a. Strategies to develop her independent living	School staff	A multi-agency framework to help Emme develop better sleep routines and to get

		<p>up/dressed/out of the house in time for school, independently.</p> <p>Support at school and home for independent travel for four times per term by the end of Year 11, including independent travel training sessions</p> <p>Twice termly group independence skills sessions at school, alongside any support provided at home, increasing the frequency where needed to support greater independence by the end of Year 11.</p> <p>Personalised PSHE lessons minimum once per fortnight, as timetabled within the curriculum, with a check for understanding from school staff.</p> <p>Personalised support to gain life skills such as independent transport.</p>
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SECTION G: MY HEALTH PROVISION

Provision	Delivered by	How (including any funding)
Emme will have ongoing review of any general medical needs.	Community Paediatrician School Nurse	Monitor and review health needs as required.

SECTION H1 and H2: MY CARE PROVISION

H1 Provision	Delivered by	How (including any funding)
No specific named support required at this time.	Universal provision and the Local Offer.	Emme's general care needs are being met by the family and can be met through universal provision and Manchester's Local Offer.

H2 Provision	Delivered by	How (including any funding)
None required		

SECTION I: MY PLACEMENT

Name and / or Type of provision
Type of provision: Name of placement:

SECTION J: MY PERSONAL BUDGET

Type of personal budget	Arrangements
None requested	

Date of draft EHC Plan: 18/10/2023
Date of agreed EHC Plan:
Signature of LA Officer:

SECTION K

	Name	Role	How they contributed to the assessment and plan	Info attached Y/N	Date of info
Child/Young Person	Emme Huddleston	Young Person	Submitted report	Y	30.03.23 & 20.02.23
Parent/carer/family/friends	Mr Christopher Wynne & Ms Claire Huddleston	Parents	Submitted report	Y	Undated
Education	Jo Yates	SENDCo	Submitted report	Y	26.06.23
Educational Psychology	Dr Tricia Euston	Educational Psychologist	Submitted report	Y	May 2023
Health	Gillian Hopper	Clinical Psychologist	Submitted report	Y	05.04.23
	Emma Jeffries	Special Needs School Nurse	Submitted report	Y	24.05.23
Care	None				
Others	None				