


# My Final Education Health and Care Plan

<b>MY NAME IS:</b>	Rayaan Khatri	 <p><b>Drawing provided by Rayaan in October 2020</b></p>	<b>DATE OF FIRST EVER EHC PLAN ISSUE:</b>	17 December 2020
<b>MY DATE OF BIRTH IS:</b>	21 November 2014		<b>DATE THIS PLAN WAS ISSUED:</b>	17 December 2020
<b>HOW THE SPECIAL EDUCATIONAL PROVISION IN THIS EHC PLAN WILL BE FUNDED:</b>	In addition to the first £6,000 that settings are required to spend on meeting the needs of children and young people, Enfield Council will pay the setting a top-up of £5,326.03 to meet the provision identified in Section F of this EHC Plan.		<b>THE NEXT ANNUAL REVIEW MUST BE HELD NO LATER THAN:</b>	17 October 2021
<p><i>In accordance with the Children and Families Act 2014, this statutory Education, Health and Care Plan (EHCP) is made by London Borough of Enfield. The information in this EHCP should not be shared by professionals with anyone other than the people who have contributed to this assessment without asking the child/young person or family first.</i></p>			<b>SIGNED BY AUTHORISED OFFICER:</b>	<i>A.N. SEN Officer</i>

[www.enfield.gov.uk](http://www.enfield.gov.uk)



Visit [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND) for more information on Enfield's Local Offer, a comprehensive guide for families with children and young people aged 0-25 years with special educational needs and/or a disability.



**PERSONAL DETAILS**

<b>CHILD/YOUNG PERSON'S INFORMATION</b>			
SURNAME	Khatri		
FIRST NAMES	Rayaan	KNOWN AS	Rayaan
DATE OF BIRTH	21 November 2014	BIOLOGICAL SEX & PREFERRED PRONOUNS	Male – he/his
OUT OF YEAR GROUP?	YES - Rayaan is currently receiving education a year below his chronological age.	HOME LANGUAGE	English
ETHNICITY	Asian	RELIGION	Hindu
ADDRESS	D Block Civic Centre, Silver Street, Enfield, EN1 3XQ		
TELEPHONE	020 8379 5667		
INFORMATION SHARING RESTRICTIONS	None	CHILD IN CARE STATUS	None
NHS NUMBER	1234567890	SOCIAL CARE REF NUMBER	ABCD1234

**PARENT/GUARDIAN INFORMATION**

TITLE	Mr		
FULL NAME OF PARENT/GUARDIAN	Aarav Khatri		
RELATIONSHIP TO CHILD	Father		
DO YOU HAVE PARENTAL RESPONSIBILITY?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	N/A <input type="checkbox"/>
ADDRESS (IF DIFFERENT FROM CHILD OR YOUNG PERSON)	Same as Rayaan		
HOME PHONE	020 8379 5667	MOBILE	020 8379 5667
EMAIL	aaravkhatri@madeupemail.com		
NAME AND ADDRESS OF ANYONE ELSE WITH PARENTAL RESPONSIBILITY	Mrs Saira Khatri		
RELATIONSHIP TO CHILD	Mother		
HOME PHONE	020 8379 5667	MOBILE	020 8379 5667
EMAIL	sairakhatri@madeupemail.com		

## SECTION A: All About Me

<p><b><u>All about me</u></b> This section should be completed by you. You can write or even draw in the boxes to tell everyone what is important to you.            If you are unable to give your views directly, adults who know you well can use 'the voice of the child' to explain them through your actions. If you draw or make a collage with pictures, adults may label them. Some of the information may also have been gathered by the professionals who meet you and talk to you about your views.</p>		
<p><b><u>My story</u></b>            My life so far and what I am like as a person.            What I find difficult.</p>	<p><b><u>Communicating with me</u></b>            How I communicate and how I gave my views for this plan.</p>	<p><b><u>What I do for fun &amp; what I am good at.</u></b>            Things that are important to me, what I like to do, play &amp; special interests. What I am good at doing &amp; what motivates me.</p>
<p>I started at my school in September 2019 and settled in quickly and with ease. I have developed a lovely relationship with the classroom staff and the SENCO. I have had a support plan in place but have made limited progress.</p>	<p>I have limited verbal skills so I need help communicating.            You can help me do this using gesture. Visuals to help me understand what is happening now and next. I communicate I am happy or enjoying something by smiling, laughing or spending prolonged periods of time doing things.            I will sometimes rub my tummy to communicate that I am hungry and am able to make a choice from two objects by reaching out if I am very motivated by it.</p>	<p>I am good at drawing pictures and playing games on my iPad. I like it when I have some adult 1:1 time. I clap along to familiar songs. I consistently respond to the words 'stop' and 'no' at home.</p>
<p><b><u>My friends, relationships and community</u></b>            Who is important to me, who is in my family, how I keep in touch, how I am part of my community.</p>	<p><b><u>My health &amp; wellbeing</u></b>            Details about my health needs now and in my history. What makes me feel good and happy. Things that may upset me and how you can help to calm me down.</p>	<p><b><u>My hopes and dreams for the future</u></b>            My aspirations. What I want for my future including my education and future job, health and relationships. What skills I would like for adulthood?</p>
<p>My parents, older sister and grandmother are important to me.            I have a good relationship with my older sister and enjoy playing with her at home.</p>	<p>My support plan at school helps me. Mark making especially painting, lining up objects, adults singing to me, playing in the garden or park and doing things by myself make me happy.</p>	<p>The adults who know me well think I would like to be happy and achieve my best potential.</p>

### All about Raya

**This section should be completed by the family and adults supporting the child/young person.**

Some of the information may also have been gathered by the professionals and included in their advice and extracted and included here to incorporate full views.

<u><b>What people like about me</b></u> How people who know me would describe me, what I am good at and what they like about me	<u><b>My family's views</b></u> How my family would describe me, what they would like you to know about me including what doesn't work for me, what challenges me & what their hopes are for me as I grow.
<p>Rayaan is a lovely child. He likes to play with his sister. He is calm, caring and very sensitive.</p> <p>Adults admire his kind nature, great mark making skills and his smile! They like that he is curious and that happy to explore new things.</p> <p>Rayaan can be affectionate and seeks comfort from familiar adults when he is upset.</p>	<p>We want Raya to be able to communicate his wants and needs by getting the support and guidance he needs to help him regulate and not get frustrated so quickly.</p> <p>We would like him to have more help with his talking, toilet training and playing with other children.</p> <p>Parents feel that Raya would benefit from have additional support in place to help him make progress. Raya has an older a sister and when mum compares the progress of Raya with his sisters she has concerns and understands he has additional needs.</p> <p>Rayaan's mum is concerned about the progress he is making and his development stage in all areas but more so in communication and language. Mrs Khatri described her wishes for Raya not to struggle in school and to grow up into an independent and confident boy who is able to do the things that he enjoys.</p>

## **SECTION B: Special Educational Needs**

### **Summary of Needs**

Rayaan's most significant areas of need are in communication and language. Rayaan does not use verbal language to communicate which is impacting on the significant difficulties he has expressing himself to others. Although Rayaan is beginning to show communicative intent by pointing to make a choice between two objects or leading adults by the hand, this is not consistent across contexts. Rayaan does not consistently respond to bids for interaction or maintain joint attention. This is impacting on his ability to engage in adult-led tasks and form social relationships. Rayaan can be very self-directed which also impacts on how adults are able to extend his play and engage him in opportunities for learning. Rayaan requires familiar, highly structured and motivating tasks to extend and develop his play.

It is reported by parents that in August 2020 he was diagnosed with Autism Spectrum Disorder, however at the time of writing, a formal report confirming this diagnosis was not available.

Rayaan has difficulties in the areas of:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory & Physical

### **Academic attainment & progress:**

Rayaan's parents deferred his entry to school so in August 2020, when Rayaan was 5 years and 9 months, Rayaan's chronological year group was Reception but he remained in the EYFS nursery class. Assessment data by his nursery setting shows that Rayaan is significantly working below his expected age band despite adult support he had in the nursery class and was largely in the 8-20 or 16-26 area. His progress has been very limited in all areas of the early years framework and on his support plan targets.

### **Identified Education, Health & Care Strengths-**

Rayaan is a lovely little boy who plays happily by himself. He enjoys lining objects up and will line up a range of things. Rayaan loves to mark make and will often go to the mark making area and make marks using a range of medium but generally enjoys using felt tip pens. Rayaan can communicate when he is happy or distressed using vocalisations.

### **Communication and Interaction Needs-**

Rayaan has significant difficulties understanding language and does not usually respond to the language used around him which makes it difficult for him to understand what is happening around him, what is happening next and learn from his environment. Although Rayaan can follow simple instructions, he has

difficulty recognising and understanding routines and is reliant on communication partners to be aware of whether he has heard and understood instructions when these have been presented to him.

Rayaan does not yet use language to communicate his needs and requests to others. He uses mostly non-verbal communication to request (e.g. pointing and gesture) however this is not clearly directed at another person and is reliant on adults to interpret his needs and wants. He will also use non-intentional communication such as vocalising and engages in some babbling but does not use any specific sounds consistently to communicate. His use of language is significantly limited as he is pre-verbal and he will not attempt to imitate spoken words when they are modelled to him at nursery. His nursery report that as he finds it hard to communicate his needs and wants, he can get upset and frustrated quickly.

Rayaan has difficulties regulating his emotions when he is upset and excited. Although he is usually quite content, he can become very upset when he does not want to do something or when transitioning between activities. At these times, he will cry loudly and seek to be held and comforted by an adult for up to 15-20 minutes. When Rayaan is very excited, his family report that he will scream.

#### **Cognition and Learning Needs-**

Rayaan is self-directed in his activity and often does not respond to communication made to him, he is mostly on his own agenda and therefore it is difficult to get his attention and engage him in simple activities with others. He moves quickly between most activities and finds it difficult to focus, although he can focus on activities of his own choosing. His difficulties with attention and listening impact on his ability to pick up new skills and language from his environment as well as access direct teaching.

Rayaan does not always appear to have understood the rules of the setting or have an awareness of certain behaviour expectations. He likes to mark make and will write on walls, floor on toys etc as he has no understanding of where to mark make and where not to.

#### **Social, Emotional and Mental Health Needs-**

Rayaan is very much in his own world and plays by himself which means he can appear 'passive', if another child takes something from him, he will not often protest. This makes Rayaan potentially vulnerable in not being able to initiate requests for help. He finds it difficult to engage in joint attention and joint play or participate in interactions with other people. Rayaan does not consistently respond to an adult calling his name or attempting to engage in his play by turning to look towards them.

Rayaan does not currently initiate communication with others other than for requesting for a desired object or help and appears is oblivious to other children around him. He uses a limited amount of eye contact and facial expressions which impacts on his ability to develop social relationships with adults and peers which means he has difficulties joining in with social routines and communicating for social purposes.

Rayaan has a limited range of interests and skills which can be repetitive and restrictive at times including drawing, painting, lining up toys and playing on the iPad. He does not engage in a wide range of functional, constructive and pretend play activities which will impacts on all areas of his development as play offers lots of opportunity to learn new vocabulary, follow instructions, learn new skills and building social relationships.

Rayaan is unable to participate in carpet time and finds it hard to follow basic routines. He does not like to feel pressured by adults and will stop engaging if

they attempt to ask him too many questions. He responds best when activities are introduced to him slowly and repeatedly to encourage his engagement.

Rayaan needs support in taking turns and playing cooperatively with his friends, developing his role play playing skills so he can participate in role play, being able to show a variety of emotions other than sad and happy.

**Sensory and /or Physical Needs-**

Rayaan displays behaviours that suggest he experiences sensitivity to some sensory aspects of the environment. He is very reluctant to play the sensory play tray and does not like to get his hands dirty. Rayaan has no understanding of toilet training and is still wears and nappy.

**SECTION E: Outcomes identified** *(to also be copied into the table below)*

**Education & Employment** - By the end of Reception, Rayaan to develop a range of functional play activities (e.g. pushing a car along, completing a puzzle, rolling a ball, actions with character toys) that he can undertake, both of his choosing and adult directed with adult support.

**Friends, relationships and community involvement** - By the end of Reception, Rayaan to be able to engage in reciprocal (back-and-forth) interaction with an adult for at least 5 minutes so that he can express his needs and understand requests made of him.

**Self-Help & Independence** - By the end of Reception, Rayaan to be able to make multiple requests throughout the day using verbal or non-verbal communication co-ordinated with eye contact.

**Health & Wellbeing** - By the end of Reception, Rayaan to be able to use behavioural strategies to regulate his emotions and frustrations with the support of an adult.

**Health Outcomes** - By the end of Reception, Rayaan will be sleeping for longer periods so that he is alert for learning time.

**Social Care Outcomes** - No outcomes for social care have been identified at this time.

SECTION B - Special Educational Needs	SECTION E - Outcomes identified	SECTION F - Special educational provision (steps and activities to meet the needs in Section B) <i>The below special educational provision is in addition to high quality teaching that is carefully planned and takes account of prior learning. Lesson planning will involve key adults and will take account of prior learning.</i>	Who will provide this support? How often, when and where will it happen?
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		<b>Quality First Teaching promotes achievement by: creating a safe, happy environment for learning; promoting independent learning and having high expectations for children and young people. Provision should focus on Preparing for Adulthood</b>	
Rayaan is self-directed and is mostly on his own agenda. He does not always appear to have understood the rules of the setting or have an awareness of certain behaviour expectations. Rayaan has a limited range of interests and skills which can be repetitive and restrictive.	<b>Education &amp; Employment</b> - By the end of Reception, Rayaan to develop a range of functional play activities (e.g. pushing a car along, completing a puzzle, rolling a ball, actions with character toys) that he can undertake, both of his choosing and adult directed with adult support.	<ul style="list-style-type: none"> <li>• When playing with Rayaan, model new play actions with the objects he is already interested in (e.g. peppa pig toys)</li> <li>• Model 1-2 play actions at a time. Then stop and wait to see if he will copy you. Repeat the play actions several times. Continue to comment on what you are doing and on what he is doing with the toys, as this will support his understanding and it will help him learn language.</li> <li>• Avoid telling him what to do, e.g. "Rayaan, build a tower". This will put pressure on him to respond to you, which may make him reluctant to engage with you. It is more effective to show him the play action and talk about what you are doing.</li> </ul>	These strategies will be delivered daily as part of a differentiated curriculum by school support staff, overseen by a qualified teacher.
Rayaan has significant difficulties understanding language and does not usually respond to the language used around him. He has difficulty recognising and understanding routines.	<b>Friends, relationships and community involvement</b> - By the end of Reception, Rayaan to be able to engage in reciprocal (back-and-forth) interaction with an adult for at least 5 minutes so that he can express his needs	<p>Play 'people games' (games with no toys e.g. peekaboo, tickling, jumping, singing rhymes)</p> <ul style="list-style-type: none"> <li>• Pause during the game – to encourage Rayaan to communicate with you</li> <li>• Wait and watch to see what Rayaan does to communicate (e.g. look at you, continue the song/action)</li> <li>• Keep it going! (e.g. repeat the activity, or add in a new action/noise to vary the activity)</li> </ul> <p>Speech and Language provision embedded throughout the day as part of the curriculum and social activities. Use visuals (e.g. gesture, key word signs/Makaton, symbols and demonstration) to support Rayaan's</p>	<p>Daily for 5 minutes at least twice a day by school support staff, overseen by a qualified teacher.</p> <p>Delivered daily as part of a differentiated curriculum, but also, daily</p>

<p>Rayaan does not yet use language to communicate his needs and requests to others.</p>	<p>and understand requests made of him.</p>	<p>understanding of instructions/comments, as well as prepare them for what is going to happen next (e.g. use gesture to comment it is time to eat, and show a plate to help him to understand it is time to sit down to eat).</p>	<p>specific interventions for 5 minutes a day to start, increasing as his attention increases by school support staff, overseen by a qualified teacher.</p>
		<p>Indirect Speech and Language Therapy to model classroom strategies and activities to a member of the setting staff, support small group intervention (e.g. bucket activities) and monitor Rayaan’s progress within the recommended activities.</p>	<p>Once a term with a Speech and Language Therapist.</p>
		<p>Structured activities which interest him, alongside an adult who can show interest in his play and support his actions to extend his play sequences such as ‘Intensive Interaction’ and ‘Attention Autism’ strategies to encourage Rayaan’s engagement and joint attention.</p>	<p>Delivered daily as part of a differentiated curriculum, but also, daily specific interventions for 5 minutes a day to start, increasing as his attention increases by school support staff, overseen by a qualified teacher.</p>
<p>Rayaan is very much in his own world and plays by himself which means he can appear ‘passive’, if another child takes something from him, he will not often protest. Rayaan does</p>	<p><b>Self-Help &amp; Independence</b> - By the end of Reception, Rayaan to be able to make multiple requests throughout the day using verbal or non-verbal communication co-</p>	<p>Adults working with Rayaan will create opportunities for communication throughout the day such as by using some of the below strategies:</p> <ul style="list-style-type: none"> <li>• Keeper of the pieces: gather toys e.g. play dough; blocks, food (e.g. crisps) – offer one item at a time, and encourage him to request for the item, either verbally or non-verbally.</li> <li>• Pause – leave pauses in ready steady go games (e.g. ‘ready steady.....’) and nursery rhymes (e.g. ‘the wheels on the bus GO...’) that you know Rayaan is enjoying – wait for him to communicate with you before you continue the activity for him.</li> </ul>	<p>Delivered daily as part of a differentiated curriculum, but also, daily specific activities for 5 minutes at least twice a day by school support staff, overseen by a qualified teacher.</p>

<p>not initiate communication with others</p>	<p>ordinated with eye contact.</p>	<ul style="list-style-type: none"> <li>• Offer choices using objects ...then wait (e.g. 'apple or banana?' – in each hand)</li> <li>• Put toys out of reach ... then wait (e.g. in see through boxes, on a shelf)</li> <li>• Offer a little bit... then wait (e.g. a small bit of juice in a cup, blowing bubbles)</li> </ul>	
		<ul style="list-style-type: none"> <li>• Notice and understand Rayaans attempts to initiate interactions (e.g. pointing at an object, reaching for an adults hand), and provide him with a clear invitation to engage with them (e.g. offering their hand, exaggerating their facial expressions)</li> <li>• Provide Rayaans with an individualised choosing board, offering him frequent opportunities to choose between two things to communicate a preference, and following through with the activity he has chosen</li> <li>• Offer Rayaans frequent opportunities to request things which are not ordinarily available and are of high interest to him. These desirable objects should be kept in his sight but out of his reach, e.g. in a clear screw top jar or a see-through box, so that he needs to initiate an interaction to request access to them.</li> </ul>	<p>Delivered daily as part of a differentiated curriculum by school support staff, overseen by a qualified teacher.</p>
<p>Rayaan has difficulties regulating his emotions when he is upset and excited.</p> <p>Rayaan is finds it hard to follow basic routines. He does not like to feel pressured by adults and will stop engaging if they</p>	<p><b>Health &amp; Wellbeing -</b> By the end of Reception, Rayaans to be able to use behavioural strategies to regulate his emotions and frustrations with the support of an adult.</p>	<ul style="list-style-type: none"> <li>• Notice when Rayaans is finding something overwhelming and begin to recognise and predict situations he may experience in this way;</li> <li>• Respond quickly and appropriately to Rayaans signals that he is upset or frustrated to encourage his sense of communicative competence;</li> <li>• Label Rayaans emotions by commenting when he is 'sad' or 'happy', using Makaton signs and photographs;</li> <li>• Provide Rayaans with behavioural strategies (e.g. squeezing a cushion, using a weighted blanket) so that he can learn ways to regulate his emotions. These should be modelled to Rayaans and he should be supported by an adult when using these.</li> </ul>	<p>Delivered daily as part of a differentiated curriculum by school support staff, overseen by a qualified teacher.</p>

attempt to ask him too many questions.			
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<b>SECTION C: Health needs related to SEN</b>	<b>SECTION E: Health Outcomes</b>	<b>SECTION G: Health Provision</b>
<p>It is reported by parents that in August 2020 he was diagnosed with Autism Spectrum Disorder, however at the time of writing, a formal report confirming this diagnosis was not available.</p> <p>Rayaan has always experienced sleep difficulties, taking a long time to settle at night as a baby. Rayaan now sleeps from 8pm-2am each night before waking, smiling and gesturing that he is hungry. Rayaan then naps for several hours each morning before attending nursery.</p>	<p>By the end of Reception, Rayaan will be sleeping for longer periods so that he is alert for learning time.</p>	<p>At present, Rayaan's health needs are met through universal health services as outlined in Enfield's Local Offer however, it is recommended that Rayaan's family seek support from his GP about his sleep difficulties and be supported to access resources to help establish a good sleep routine. Helpful resources for establishing a good sleep routine may also be found online from the National Autistic Society and Enfield Advisory Service for Autism (EASA).</p>

<b>SECTION D: Social care needs related to SEN</b>	<b>SECTION E: Social Care Outcomes</b>
<p>No Social Care needs have been identified at this time</p>	<p>No outcomes for social care have been identified at this time.</p>

<p><b>SECTION H1:</b></p> <p><b>Social care provision</b> (Chronically Sick and Disabled Persons Act 1970)</p>	<p>Rayaan is not currently open to statutory social care and from the information we have received we are not aware of any evidence that a statutory social care assessment is required at this time. Rayaan is attending an educational setting and the family have been advised of Enfield's Local Offer. If the family feel they need additional support, they can discuss their needs with a known professional who will help the family identify an appropriate referral pathway.</p> <p>Rayaan's social needs as related to SEND, as identified in Section D are being met through education provision, including input from the Speech and Language service as outlined in Section F.</p>
<p><b>SECTION H2:</b></p> <p><b>Any other social care provision</b></p>	<p>As above</p> <p>Visit <a href="http://www.enfield.gov.uk/SEND">www.enfield.gov.uk/SEND</a> for more information.</p>

**SECTION I: Placement**

<b>Name of Educational Placement</b>	Little Blossom Trees School
<b>Type of Placement</b>	Maintained Mainstream School

**SECTION J: Personal Budget**

A personal budget is the notional amount of funding identified to secure the special educational provision identified in this EHC Plan. A parent/carer or young person can make a request that we identify the personal budget following the issue of a draft EHC plan following an EHC needs assessment or during the review of an EHC plan. In some circumstances, we will be unable to identify the amount of a personal budget as we are unable to disaggregate it from an overall larger budget.

Where it is possible to identify a personal budget, the parent/carer or young person can make a request for the personal budget to be released to them as a direct payment, subject to The Special Educational Needs (Personal Budgets) Regulations 2014.

**Has a request been made for an educational personal budget to support the child or young person's outcomes be identified?**

Yes  No

**If requested, is it possible for a personal budget to be identified?** Yes  No

**Has a request been made for the personal budget to be released as direct payments?** Yes  No

**Is the child/young person in receipt of a social care personal budget, via a direct payment or short break grant?**

Yes  No

**Is the child/young person in receipt of a continuing healthcare personal budget?**

Yes  No

## **SECTION K: Professionals Involved and Appendices**

**When assessing Rayaan's special educational needs, the Authority took into consideration the evidence, advice and information set out in the appendices which contributed to this Plan.**

<b>SERVICE</b>	<b>NAME OF ADVICE GIVER</b>	<b>DATE OF ADVICE</b>
Little Blossom Trees School	Angelina Jolie, Nursery SENCo	1 August 2020
Speech and Language Therapy	Bob Dylan, Speech and Language Therapist	15 October 2020
Educational Psychology	Bruce Banner	10 September 2020