

JULIE

9 – 3.15 Person Centred Plan

First draft – April 2006, for review in June 2006



WHAT PEOPLE LIKE AND ADMIRE ABOUT JULIE

Julie is...

* 'Very popular and well liked by others' *

* Very sociable *

* Has a good sense of humour *

* Caring *

* 'A real copper' – even when poorly *

WHAT IS IMPORTANT TO JULIE

About relationships....

Knowing when she has done something well

Seeing her friends, Kate, Lucy and Anna every day, and playing with them at play time.

Sitting next to Kate at lunchtime.

Working as part of a group in class for some time every day

About how she spends her time...

Science with Mrs Lucas on Monday

Weaving with lots of colours in the lunch club on Tuesdays

Art, particularly painting and clay work

Working on the computer twice a week and using the touch screen

Using her 'Sit and Move' cushion during the day

Football at lunch time on a Wednesday

'Golden time' every Friday

Julie Must Not

Be shown a sad face when she has made a mistake

WHAT IS IMPORTANT FOR JULIE? WHAT DO WE NEED TO KNOW OR DO TO SUPPORT JULIE?

About relationships...

Sometimes Julie will 'copy' the behaviour of other children (even negative) You need to know that she often sees this as a game. If you see her doing this, distract her with an activity that she likes.

About staying healthy and safe...

Julie needs someone with her at all times (both indoors and outside)
Julie needs you to help her across the road. She also can find it difficult to distinguish between the road and the pavement. Therefore if you are walking with Julie, make sure that you are walking on the road side, and that she is close to you.

Julie currently takes medication – Thyroxine, Septrin, Beclomethasone, Ventolin, Omeprazole and Mottilium (see medication chart for more details)
Julie in the past has had lung disease and has chest problems.
When she is 'chesty' she needs prophylactic antibiotics and inhalers daily.
You need to know that this can make her breathless, especially on exertion.
Julie has poor circulation especially in cold weather. This means that when she is outside her extremities can be purple. This can result in severe pain in her hands and feet. Julie can obviously find this very upsetting. Ensure that she has gloves and her hat on in cold weather.

Julie has a wide gait and can be unsteady on her feet.

About feeling tired...

Julie sometimes finds it difficult to sleep which means she can feel tired during the day. When she feels tired things like walking can be difficult for Julie (see communication chart)
When tired Julie can also get upset and won't respond to what you would like her to do.
Julie has hypothyroidism which means she experiences lethargy and tiredness sometimes.

About Julie's communication... (see communication chart for more information)

At school Julie uses visual timetables, which help her work out what is coming next. This outlines what Julie will be doing for the day and what sessions she will be attending.
As she completes each item Julie posts it away.

Julie is currently working on her vocabulary related to Spring and Summer. She is learning colours reinforced using Makaton signing. At the moment Julie calls everything yellow.

About how Julie learns best...

If Julie has done something well being rewarded with stickers works really well. Verbal prompts help Julie stay focused.

If Julie is learning a new activity/game explain how it works, then show her how to do it and stand back

About Mathematics...

Julie understands, and can recognise and copy numbers 1 – 5, but needs support with 6, 7 and 8.

About the professionals who support Julie...

Head teacher – Mr. Foster

SENCO – Mrs Simmons

Class teacher – Mrs Houston

TEACHING ASSISTANT – Miss Erwin

Occupational Therapist – Mrs Lee

Speech and Language Therapist – Ms Smith

Inclusion Team – Ms. Simpson

Consultant Paediatrician – Dr. Hill – Stepping Hill

Consultant General Paediatrician – Dr Matthews – who is in contact with all periphery consultants

Consultant Cardiology – Dr Peters, Pendlebury

Consultant Audiologist – Dr Bailey – Manchester Royal Infirmary

Optometrist – Dr Whittington – Stepping Hill

GP – Dr Stephens – Clifton Medical Centre

COMMUNICATION CHART

WHEN/WHERE/ SITUATION	WHEN JULIE DOES THIS...	WE THINK IT MEANS...	AND WE SHOULD...
Anytime	Doesn't want to walk Or Isn't responding to what you want her to do	She is feeling really tired	Wait until she is ready to move unless she is in immediate danger
At mealtimes	Pushes her plate away	She may be feeling ill or tired or she doesn't like what is on her plate	Check with her if she is feeling ill or tired and if so ask if she wants to lie down for a while. Make sure you report this to her teacher who will make sure her parents are informed. If you think she doesn't like what's on her plate offer an alternative (she loves cheese sandwiches)
In the playground	Standing to the side on her own	She may be feeling left out	Help her join in with what the others are doing or alternatively help her find something else to do or play with (depending on what she wants to do)

WE WANT TO TELL JULIE...	TO DO THIS WE....	HELPED AND SUPPORTED BY...
<p>Anything</p> <p>To ask Julie to do something in class</p> <p>Introduce a new task or activity in class</p>	<p>Use sentences with no more than 3 key words</p> <p>May need to repeat what you want Julie to do</p> <p>Sit down with her and 'show' her how to do it (Julie responds better to what she sees as opposed to instructions)</p>	<p>Further break down what you are saying</p> <p>Stay nearby and observe how she is doing. If she needs more help offer it discreetly and never making a 'fuss'</p>

QUESTIONS TO ANSWER

- How can we best support Julie with finding her class line at 9.00am?
- Julie can find it difficult to join the end of the queue – what are we learning about what's important to Julie around this and what works best in supporting her with this?
- What do we need to do next around introducing the 'Step and Think' strategy to help Julie around acting on impulse?
- How can we best support Julie in the mornings around getting ready and going to school. What's working and not working about Julies mornings?
- Would a 'Time Line' help Julie understand better, what's happening next?

WORKING AND NOT WORKING

	WORKING	NOT WORKING
Julie's perspective	Playing with Kate, Lucy and Anna Football at lunch time Doing art Getting stickers	Being sat next to Michael in art
Family's perspective	Julie having friends at school Great relationship with teacher Julie having dedicated support from her teaching assistant	Information for school – great that we get it, but it does not tell us very much Teaching assistant using phonics with Julie Getting Julie to school some mornings
Schools perspective	Julie making great progress with her maths Julie's visual timetable	Julie sometimes copying Michael's behaviour in class (often disruptive) Some confusion and lack of clarify over roles

ACTIONS

What?	Who?	When?
Include information about Julies curriculum targets in this plan	Mrs Houston	June 15 th
Develop 'core responsibilities and creativity and judgement' (doughnut) to review responsibilities	Mrs Houston	June 15 th
Look at Julies morning routine and see if there is any way of making mornings easier	Mum with help from Mrs Erwin	End of July
Try a time line and stop and think strategy	Mrs Houston and Mrs Erwin	End of June
Find someone else for Julie to sit next to in Art	Mrs Erwin	Next art lesson
Explore different ways of sharing information from school (eg learning log)	Mrs Erwin and Mum	End of June
Look at another child to support Julie to join the line in the morning	Mrs Houston to talk to Kate	End of June

PUTTING THIS PLAN INTO PRACTICE – CORE RESPONSIBILITIES AND CREATIVITY AND JUDGEMENT

	Core Responsibilities	Where you can use creativity and judgement	Not your responsibility
Class Teacher	Share information to keep this plan updated, and meet with Mum every 6 weeks to add/change information (including information from the learning logs) Setting, and helping Julie to achieve her targets	Ways to record new information – eg writing directly on the plan, in a notebook etc Adapting the learning log with the teaching assistants and Julies Mum	Arranging for Julie to play with her friends outside of school
Learning Support Assistants (TEACHING ASSISTANT)	Share information with the class teacher to keep this plan updated Use learning logs every day to share with Mum what we are learning Not to use phonics – this does not work for Julie Using the visual timetable Ensuring the Julie stays warm (particularly in very cold weather) Ensuring that Julie takes her medication (there is a medication chart for Julie in the medical room)	Exploring other ways to help Julie understand what is going to happen next in addition to her visual timetable	Arranging for Julie to play with her friends outside of school
SENCO	Arranging Julies review meetings Recording and sharing the actions from these meetings	Exploring different ways to have these meetings so that they include Julie, and everyone can share their views, for example, using 'working and not working from different perspectives' Explore whether this 9 – 3.15 plan can replace the IEP	
Head Teacher	Reviewing Julie's statement	How this is recorded	
Family	Share information to keep this plan updated	Supporting Julie in her friendships and relationships outside of school	

LEARNING LOG — SUPPORTING JULIE TO STAND IN LINE

DATE	ACTIVITY: (what, where, when, how long, etc)	WHO WAS THERE: (staff, others etc)	WHAT WORKED WELL ABOUT THE ACTIVITY? WHAT SHOULD CONTINUE? WHAT DID YOU LEARN?	WHAT DIDN'T WORK? WHAT MUST BE DIFFERENT? WHAT DID YOU LEARN?
2nd July	Getting into line before school	Kate & the rest of the class.	Kate went up to Julie & encouraged her to stand in the line with her, Julie went happily	nothing needs to change. Worked really well
3rd July	Getting into line before school	Kate, Sally the rest of the class	Kate & Sally asked Julie to come in the line with them, Julie refused + walked away	Sally going with Kate to ask Julie to come in the line, Kate asking Julie what BESET
9th July	Getting into line before school.	Kate, the rest of the class	Kate went to Julie & asked her to stand in line as they have to be ready for assembly, she doesn't like about this.	Talking about assembly Julie ran off, need to explore further what she doesn't like about this.

