

Education, Health and Care Plan

Child / Young Person's Forename:	Axel	Child / Young Person's Surname:	Rudakubana
Date of Birth:	07-Aug-2006		
Date of Draft EHC Plan:	26-Nov-2020	Plan Number:	Two
Date of Final EHC Plan:	02-Dec-2021		

First Name (s)	Axel	Surname	Rudakubana
Date of Birth	07-Aug-2006	Gender	Male
Home address	10 Old School Close Banks Southport Lancashire PR9 8SB	Postcode	PR9 8SB
Ethnicity	D2 - African	Religion	Christian
Category of need	Autistic Spectrum Disorder Social, Emotional and Mental Health		

Details of Parent(s) or Person Responsible		
Name(s)	Laetitia Muzayire	Alphonse Rudakubana
Relationship	Mother	Father
Home Address	As above	As above

People who support the Child/Young Person

Agency	Name	Email
Educational Psychology South	Beth Turner	Beth.Turner@lancashire.gov.uk
Designated Clinical Officers		
Ormskirk - The Acorns School		

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Section A: Views, Interests and Aspirations

My One-Page Profile

Name:	Axel Rudakubana
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My relevant history:

Axel lives at home with his parents and older brother **DPA**
DPA who uses a wheelchair.

What people like about me and what I like about myself:

In my old school people said I was funny I like that I am funny.

What is important to me:

My family. My life. My Phone. My PS4

How I communicate:

If someone is showing me something it needs to be in person but if someone is speaking to me for something not that serious then I would message them

How best to support me:

Show me how to do it and if I understand it I will be able to do it and if I don't I will ask for help.

Axel does not think that Acorns is the right school for him. He feels that he copes better in smaller class sizes as if there are a lower number of pupils in the class he can cope with more.

Axels dad feels that COVID has given Axel time to heal from situations he finds difficult, such as the classroom. He feels that Axel is yet to develop age appropriate independence skills, for example being able to go to the shop. Dad also comments that Axel does not have friends outside of the house

Aspirations - What I would like to do in the future:

Vet. I would like to be the best at everything.

Axel would like to own his own house. He wants to learn new skills such as cooking, cleaning and doing the washing.

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Axel says that at 16 he will probably go to college and he might do business at 18.

Axels parent would like him to live with them until he is ready to move. They would like him to have a family of his own and join in his community.

How these views were gathered: Date: 05-May-2021

I had a discussion with Jill.

Updated 05.05.21

Parent advice 05.05.21

Section B: The child or young person's Special Educational Needs (SEN)

In this section all of the child/young person's special educational needs must be specified.

Cognition and Learning

The Educational Psychologist (May 2020) reports that when Axel was attending Acorns there was no evidence that he had learning needs. Axel was able to complete the work that was given and also said it was too easy. It is felt that Axel is a confident learner and if he says he is not going to complete the work it is because he has chosen not to complete the work. When Axel perceived something as being too challenging he will stop work and not be engaged. Axel works better with things that interest him and will concentrate, focus and persist.

Axel feels that he is getting better at asking an adult for help (05.05.21)

Axel would like to learn more subjects, not just English and Maths. He has been learning German through watching videos, and reading books about Grammar (05.05.21)

School have identified that Axel is a self-motivated learner at home and will research independently any subject that interests him. He is particular interested in politics and current affairs (14.05.21)

Axel struggled in the short stay school main environment as he found it to be too noisy and he struggled with the behaviour of the other pupils. He was nervous about attending lessons in this school as other students have made threats to him in the past (28.05.21)

Axel is now in a small SEND group in the short stay school and is educated alongside 3 other learners, with similar needs to Axel. The group has a high level of support and Axel is coping well with the group and is beginning to

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build up his social skills. Staff and people who work with Axel comment that he is very respectful of others (26.11.21).

Axel is seen as a 'bright' boy who engages well with learning once he is in school. There have been some issues getting Axel into school, especially over COVID and school are now working to build up his hours. School comment that he is calm and settled when he comes into school (26.11.21)

Axel is making good progress in English and Maths and has recently begun to access GCSE Science- Biology (28.05.21)

Axels dad feels that when Axel is motivated he can access learning and has made some progress with his maths. He also notes that Axel has struggled with virtual learning and that home learning does not work for him (05.05.21)

School report that Axels verbal understanding is above average which means he is quick to understand what is said to him and he is very intolerant of being patronised, ignored, misunderstood or personal information being used in a disrespectful way (14.05.21)

Communication and Interaction

Axel has a diagnosis of Autism Spectrum Disorder (16.02.21). In line with his diagnosis Axel experiences difficulties with social communication and interaction. Axel is quite rigid in his thinking and likes for things to have been agreed to actually take place or occur. He does not like perceived injustice (06.05.21).

The Educational Psychologist (May 2020) reports that Axel does not **always** make eye contact and that he **may** ~~would rather~~ stand with his head down looking at the floor and ~~would not~~ interact with anyone (27.05.21) **School comment that Axel presents as 'flat' when he comes into school as he has his hands and his head straight down (26.11.21)**

It is also reported that if another pupil said something that he did not agree with, he would struggle to accept that other people can have a different view or be able to negotiate, compromise or show empathy (27.05.21).

School (Acorns - March 2020) report that Axel's understanding of language as being very literal and his thinking is very 'black and white'. Axel was also unable to let go of any form of perceived injustice. Axel also experiences difficulties with social nuances in conversations and to work in a **large** group with other pupils.

Adults who work with Axel comment that he is a polite young man who enjoys talking about things that he is interested in, with people that he knows really well (26.11.21)

CAMHS report that Axel has shared his awareness that he has social communication difficulties in terms of interacting with others and the impact on his on a daily basis (06.05.21)

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Axel reports that he feels that his skills in getting along with other people has got worse as he hasn't spoken to others for a long time (05.05.21)

Social, Emotional and Mental Health

The Educational Psychologist (May 2020) reported that when in school Axel had little or no interaction with other pupils or relationships with the staff. Axel can appear to become fixated on particular members of staff. There are concerns of occasions where Axel would say and do things which have been described as sinister, inappropriate.

~~Axel can also appear to be cold and calculating and when in meetings with staff did not appear to be concerned about the seriousness of the meeting.~~

Axel can become very anxious and concerned about how people perceive him (26.11.21)

Axel can become really shy and nervous in groups of people. Axel is unable to let go of any real or perceived injustice and his father believes that if Axel is respected by others then there will be no difficulties but if something is said to him then he will react. Axel has difficulty when managing when things go wrong and he then becomes very angry, if he is angry then he can hit out. There are times when Axel feels that everyone is looking at him, when Axel feels like this he will rub his hands and arms. There has also been reports that Axel's eyes have watered and he has had a lot of saliva in his mouth which is also thought to have been anxiety related.

Axel's dad has concerns about Axel's friendships. He note that Axel had friends in primary school but these started to change when he went to high school as Axel would say inappropriate things that affected his friendships. Dad is worried about Axel being on his own in the community with his peers (26.11.21)

Axel has responded well to recent CAMHS support and is currently working on increasing his time in school, as well as on his feelings, behaviours and emotions (06.05.21)

CAMHS report that Axel can respond in an agitated way when he is frustrated. He needs planning and care to help him address this response and achieve a more positive outcome. Axel is dependant on support from all of the systems around him to build on his self esteem (06.05.21)

Axel needs to be included in decision making and planning as far as possible and to help prepare him for change. Axel needs to know that if things are not going to happen within timescales or in the way that he is expecting so that he can take on board the change (06.05.21)

Relationships are important to Axel and he needs to be able to build trusting relationships with the adults around him (06.05.21)

CAMHS report that Axel cares about what think of him and is keen to help others better understand his needs (06.05.21)

School have identified that Axel will easily pick up adult conversation and the meaning and context. He enjoys using his talking skills to engage with his peers and his teacher (14.05.21)

School have identified that as Axel has become more comfortable in school he has started to make attuned relationships (26.11.21)

Physical, Sensory

The Educational Psychologist (May 2020) reports that there are no concerns regarding Axel's hearing or vision and that there have been no difficulties reported with Axel's gross and fine motor skills or sensory difficulties identified. However, it has been reported by parents that Axel is fussy about what he eats and also eats the same foods each day.

CAMHS report that Axel has shared that he has sensory difficulties in relation to being in busy places (06.05.21)

Axel struggles with textures and does not like things on his hands - he has struggled with the cooking lessons in school (26.11.21)

Independence and Self Help

The Educational Psychologist (May 2020) reports that there are no concerns regarding Axel's self-help and independence skills. He is described as being well dressed and clean in school. Axel was also able to demonstrate a degree of organisation and the planning and practical skills needed in adult life however it is felt that he has not yet acquired many of the other skills needed to function responsibly in society.

CAMHS report that Axel is heavily dependent on his dad for support in regards to leaving the family home and improving his diet (06.05.21).

In school Axel does not always ask for help when he needs it (26.11.21)

Summary of Special Educational Needs and Disabilities

Cognition and Learning:- Engagement with learning. **In line with his diagnosis of ASD**

~~Communication and Interaction:-~~ Axel has difficulties with Social communication and interaction including :-

- the skills of empathy, negotiation, persuasion and being able to compromise.
- Social, Emotional and Mental Health:-

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- Understanding emotions in others and self and the ability to express, monitor and manage emotions.
- Development of the social skills needed to establish and maintain relationships with adults and peers.
- Being able to make positive choices and the ability to recognise and avoid situations which may place the safety of self and/or others at risk.
- Self-Help & Independence:-
- The development of the skills needed to function responsibly in society.

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Section C: The child or young person's health needs which relate to their SEN

This section sets out the health care needs that have been identified for the child/young person.

My Health Care Needs

CAMHS:-

No current diagnosis.

Concerns re: social and emotional functioning and referral in for ASC assessment. Concern raised re anxiety and emotional recognition skills (delayed). Axel can present as an anxious young person. He struggles to feel comfortable with peers.

Axle needs support for his emotional understanding (social stories etc. Support for emotional processing.

Axel presented with rigid behaviour (desire for control). Retribution as emotional management plan.

Update from CAMHS (06.05.21)

Axel was diagnosed with ASD on the 16th of February 2021.

Axel and his parents are receiving support from CAMHS. They have engaged in family sessions and parents have been willing to talk about Axel's needs and how they can better support him.

Axel has been supported via an adapted CBT approach to think about how Anxiety affects him and has been encouraged to describe his thoughts and feelings re his emotional wellbeing, which in turn will allow him to better regulate his emotions.

Axel benefits greatly from having a voice. He has struggled at points regarding parents and or others making decisions for him or stating that things are a particular way without consulting him or asking for his view/opinion on matters. However, via engagement in CAMHS sessions I feel that this has been redressed and I have been able to facilitate conversations with his parents (particularly Dad and Axel) which have enabled some positive change.

Section D: The child or young person's social needs which relate to their SEN

This section sets out the social care needs that have been identified for the child/young person in relation to their SEN.

My Social Care Needs

This Social Care Advice is provided as part of the Education, Health and Care Plan assessment being undertaken for Axel and is based on the following:

- Information held on Axel on the Lancashire County Council electronic data base;
- Multi-agency discussion at
- Education Health Care Needs Assessment Panel (EHCNAP) on the 16th April 2020

The existing information held on Axel's file indicates that he has current involvement from the Youth Offending Team (YOT) who support in reviewing his YOT Order and recent involvement from the Child and Family Wellbeing Service. Axel continues to be reviewed by the YOT team and a request for advice has been sent to his current worker. Axel is not currently engaging with the Child and Family Wellbeing Service, they advise that the work identified is not able to be undertaken via video-link and will therefore recommence when restrictions are lifted from Covid-19.

Section E: Outcomes Section F: Provision

Set out here are the outcomes sought and the special educational provision required by the child or young person

Need (s)	(E) Outcomes Sought	(F) Special Educational Needs Provision
Cognition and Learning	By the end of Key Stage 5:- Axel will be engaged with learning and completing work set by his teachers. Axel will increase his hours in school to maximise his learning	An environment which is positive, supportive and nurturing and also one where he can access lessons which academically challenge him and where he can learn alongside equally able pupils. A broad and balanced curriculum including the National Curriculum. A personalised curriculum Learning in small groups throughout the school day A learning environment with minimal changes between key

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Communication and Learning	By the end of Key Stage 5:- Axel will have developed more sophisticated language and social interaction skills including those of inference, negotiation and persuasion and be able to recognise and accept that others have a different point of view to himself and also understand figurative language, sarcasm and word play for jokes. He will understand when other people use these. Axel will be able to recognise and ask for help from an adult when this is needed and be able to accept this help to resolve difficult situations.	Social, Emotional and Mental Health	By the end of Key Stage 5:- Axel will recognise and understand a range of emotional response both in himself and others and to be able to express his emotions and monitor and manage his own responses in a socially appropriate way.
stages.			

A structured approach to developing Axel's communication skills and his understanding and use of spoken language. This could include the opportunity to develop key language skills such as; skills of persuasion and negotiation and the ability to switch language styles according to situation as well as conversation skills.

Interventions to enable Axel to develop his social communication skills should be delivered on a regular basis during the week with opportunities to generalise what has been learnt in the teaching context.

Nurturing and encouragement to help him to communicate and an environment where he feels safe.

A key adult with whom Axel can discuss worries and concerns and who can support Axel in coping with situations he may find difficult.

Adults who are consistent and supportive and who give individual attention.

A structured approach to developing Axel's social skills.

Structured opportunities to develop Axel's skills in recognising his feelings, understanding himself and his emotional responses and developing

	Axel will have acquired the social skills needed to establish appropriate relationships with his peers and adults including recognising that others may interpret the same event or happening differently and be able to respond in a socially appropriate way when he encounters difficulties in his relationships with others. Axel will be able to identify and avoid inappropriate behaviours including those which place self and/or others at risk and which may lead to serious consequences both inside and outside of the educational context.	his ability to self-regulate. A risk assessment to be completed to identify and minimize the risk for Axel and those working with him. Regular reinforcement, built into his day, around spoken language and inappropriate/appropriate social communications.
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The plan will be reviewed within 12 months of issue (every 6 months from the date of issued whilst Axel is under 5 years old,) then yearly via the annual review process. In addition to this the settings usual arrangements for reviewing progress and targets set for all children should be followed.

The setting, in consultation with Axel and their parents/carers, will agree short-term educational targets for Axel and incorporate them into an Individualised Learning Plan (ILP) within the first two months after this Education, Health and Care Plan (EHCP) is finalised.

The setting will monitor, evaluate and update the Individual Learning Plan at least twice per year.

Axel should actively be involved in setting their targets and monitoring them.

Axel should be encouraged to complete an advice form, in a developmentally appropriate way (or express views in a way that is relevant for Axel), for the Annual Review and should be encouraged to attend for at least part of the meetings.

In the academic year prior to transferring to the next phase of Axel's education and prior to changing settings, then the annual review should be arranged in the autumn term.

Section G: Health Provision

This section sets out health provision reasonably required by the learning difficulties or disabilities which would result in the child/young person having SEN.

Outcomes Sought and timescales to achieve	What health support do I need to achieve my outcome?	Who is going to provide the support?	How often is it going to be provided?
CAMHS:- Develop emotional vocabulary. Use emotional words to describe internal state. Medium – to better regulated my emotions. To use trusted adults to succeed in developing peer relationships.	<i>Coaching re emotional language</i> <i>Adult support to develop social stories/comic strip</i> <i>conversations to develop social and emotional understanding.</i> To be offered adapted CBT and family systemic support to improve emotional processing in the family. To offer system support for	CAMHS.	Fortnightly to monthly.

	parents to gain control over Axel's behaviour.		
Axels parents to better understand his needs.	Family work - Support to parents to help identify and implement strategies and routines that will help Axel to be happy and achieve the things important to him	CAMHS	As advised by CAMHS
Axel to feel more comfortable in himself and with the characteristics he presents with	Facilitated discussion with Axel around these issues	CAMHS Senior Mental Health Practitioner	As advised by CAMHS

Section H1: Social Care Provision

This section sets out any social care provision which must be made resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

What is the identified Social Care issue/concern/need?	Action and support to reduce need/concern	How often and by whom?	What is the desired outcome?
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No further social care needs have been identified for Axel.			
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Section H2: Social Care Provision

This section sets out any other social care provision reasonably required by the learning difficulties or disabilities which would result in the child/young person having SEN.

What is the identified Social Care issue/concern/need?	Action and support to reduce need/concern	How often and by whom?	What is the desired outcome?
No further social care needs have been identified for Axel.			

Section I: Education Placement

This section should be left blank on a draft plan, it should be completed when finalising the plan.

Name of School/College:	LA Maintained Secondary school. Currently on role at Acorns High school.
Type of School/College:	LA Maintained Mainstream Secondary school

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Section J: Personal Budget

Have the parents/young person requested a personal budget?	No
Has a personal budget been agreed?	No

Who is contributing to the personal budget?

What outcomes will be achieved through the benefit of a personal budget?
How will my personal budget be reviewed?

Section K: Advice and Information

Advice and Information gathered during the EHC needs assessment		
Author of report/information	Type of report:	Date of Report:
Francesca Woods (Lead EP. LCC) Samantha Steed (Case Manager, CAMHS) Mrs Hodson (Head Teacher at Acorns short Stay school), Gayle Lavelle (SEND advisory service - Lancashire) Carole Power (Case Manager- LCC inclusion Service)	Co-production meeting - verbal discussions and amends	18-Nov-2021
Joanne Hodson (Deputy Head Teacher and SENCO - Acorns Short Stay School)	EHCP Review Summary	28-May-2021
Joanne Hodson (Deputy Head Teacher and SENCO - Acorns Short Stay School)	EHCP Education Advice	14-May-2021
Samantha Steed - Senior Mental Health Practitioner (Sefton Child & Adolescent Mental Health Services)	CAMHS annual review advice	06-May-2021

CAMHS)		
Axel (with support Gayle Lavelle - SENDIAS)	Child / Young Persons Views for the Annual EHCP Review	05-May-2021
Alphonse Rudakubana	Parents views for the Annual ECHP review	05-May-2021
ASD team - Neurodevelopmental pathway (Alder Hey Children's NHS Foundation Trust)	Autism Spectrum Disorder (ASD) Diagnosis	16-Feb-2021
Dr J Ramsay	Educational Psychologists report	27-May-2020
Sam Coppard	Assistant Clinical Lead.	17-Apr-2020
J Hodson	Acorns school - Educational Advice	03-Mar-2020
N Livesey	Social Care Advice	14-Jul-2020

Signature of authenticating officer
Date 15-Dec-2021

Signature

Iain Calderbank
A duly authorised officer of the local authority