



Jack's Support Plan

Date: January 2012

| Attached documents (tick box when attached) | | | | | |
|---|--|------|----------|--|------|
| Challenging Behaviour | | Date | Handling | | Date |

Tuition / Independent Living Skills

Completed by: (insert names and position. Contributors should include - Speech and Language Therapist, Nurse, Personal Tutor: Blossom Payne, Physiotherapist, Occupational Therapist and Music Therapist)

| Focus | Baseline Assessment | Support Summary | Benefits Analysis |
|-------|---------------------|-----------------|-------------------|
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|----------------------|---|---|--|
| Communication | <p>Jack communicates through facial expressions, body language and signing.</p> <p>Jack has a very strong need to protect his personal space. He will wave his hand, signing that he wants the person to move away</p> <p>Jack might sign 'toilet' and sign 'no' (waving his hand) during the day.</p> <p>Jack can find it stressful to have another student in his personal space and may scratch them or grab their clothes.</p> <p>Jack prefers to be motivated to walk extending distances</p> <p>Jack prefers to greet people in the corridor once he has heard that they have arrived through the buzzer.</p> | <p>Members of staff use verbal language supported by signing to communicate with Jack.</p> <p>Watch Jack's body language and be aware of his personal space. Move away from him if he asks for more space.</p> <p>Tell Jack it will be later, sign and say it will be ok. Continue with something else or look away from Jack and do something away from him until he is focused on another activity.</p> <p>Make sure Jack's personal space is not compromised. Remind Jack the student will move away soon if they are too close. Member of staff to stand between the student and Jack.</p> <p>Once Jack arrives at college wheel jacks chair to his spot (next to the corner of room by window next to wall) And ask Jack to hang up his coat. After Jack has done this either place his lunch bag and communication book on his chair or give them to him. Go with Jack supporting him to greet the person, allowing Jack lots of independence to lead the interaction</p> | <p>Jack's assessment shows that he would benefit from 1:1 support in all aspects of his learning.</p> <p>Jack needs to work with a familiar, known member of staff who understands his how he communicates.</p> <p>Jack needs 1:1 support at all times in order to manage his challenging behaviour.</p> |

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| Access and Environment | | <p>Before planning to go out the person nominated to support Jack should obtain as much information on Jack's mood that day, such as how personal care went and how Jack's morning activities went.</p> <p>Make sure all preparations happen before Jack goes out and discreetly, e.g. prepare going out bag, money, and prepare yourself.</p> <p>1 person should be allocated to support Jack, they alone should be responsible for all decisions made, and nobody else should assist that person unless that person asks for more help/support. The person supporting should also cancel the session if at any time they feel the cost of going out outweighs the benefit. Their decision is to be respected at all times.</p> <p>Create a calm environment before going out.</p> <p>Jack should be supported with simple, short prompts, kept in the present, such as, lift your legs Jack, I am going to move the foot plates, hands down Jack we're going out..</p> <p>Jack will clearly show you if he does not want to leave the building by pressing his feet under his chair, and physically stopping you from moving it.</p> | <p>State the benefit to the learner of the their learning and therapy at College</p> |

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| | | If Jack's legs are straight in front of him this is an indication that you may put his foot plates under his feet to support him. | |
| Safety | Jack tends to lie on the floor during personal care. | Make sure Jack has enough space to lie down and that there are no obstacles around. (see risk assessment) | State the benefit to the learner of their learning and therapy at College |

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| Emotional | <p>Jack feels secure in his wheelchair and he has been reluctant to leave it.</p> <p>Jack feels comfortable and secure in his teaching room and he is reluctant to go out.</p> <p>Jack holds a piece of cloth to seek comfort and security.</p> <p>Jack likes to touch others when he greets them; this sometimes leads to him scratching their necks or throats.</p> | <p>Invite Jack to get out of his chair. Use motivating activities such as playing the skittles, putting his photo onto board or using the smart board. Jack responds to humour and loud, fun activities.</p> <p>Invite Jack's to go to other college's areas, for example the corridor or the red room. Use motivating activities to enable this to do this, i.e. Music. When Jack asks to return to the purple room take him back.</p> <p>Enable Jack to hold his favourite piece of cloth but encourage him to explore other objects in activities e.g. sensory stories.</p> <p>Jack does not wish to do this. He likes you to lead his hand in to a positive greeting, re assure him and be positive with him. He is then proud and pleased with the way he has acted.</p> | <p>State the benefit to the learner of the their learning and therapy at College</p> |
| Sensory | <p>Jack moves his upper body and head side to side to seek stimulation or to communicate pleasure</p> | <p>This should not be discouraged.</p> | <p>State the benefit to the learner of the their learning and therapy at College</p> |

Care and Therapy

Completed by: (insert names and position. Contributors should include - Speech and Language Therapist, Anne Ambridge College Nurse, Personal Tutor, Physiotherapist, Occupational Therapist and Music Therapist)

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|-------|---------------------|-----------------|-------------------|
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| Focus | Baseline Assessment | Support Summary | Benefits Analysis |
|------------------------|--|---|--|
| Communication | See SLT Baseline Assessment Summary. | <p>Jack will benefit from ongoing opportunities to develop his social interaction skills through Intensive Interaction techniques, one-to-one shared interaction, and structured small group activity (including music therapy).</p> <p>Staff supporting Jack should be aware of his Support Plan guidelines with regard to supporting his challenging behaviour, and in particular consider the effect of their own communication on Jack's ability to understand and respond. Staff working with Jack should try and use 1-2 keywords, supported with visual cues such as symbols, photos and Makaton signs.</p> <p>With regard to developing Jack's formal communication methods, Jack will benefit from ongoing opportunities to use voice-output communication aids in structured situations, such as to greet or make simple requests.</p> <p>Jack's teaching team should continue to model a core vocabulary of Makaton signs, both to support Jack's understanding and to teach their functional use. The <i>more</i> sign is a useful sign to teach as it can be generalised to a range of situations.</p> | Jack develops meaningful relationships. His communication is respected. He is supported to develop appropriate, formal methods of communication. |
| Medical Support | Jack does not have any medical conditions requiring regular nursing input. | <p>Jack is able to request support from the Nurses at College.</p> <p>Response to acute, chronic and first aid medical needs</p> | |

| Focus | Baseline Assessment | Support Summary | Benefits Analysis |
|-----------------------------------|---|---|--|
| Eating and Drinking | Jack needs encouragement to make healthy food and drink options. | Jack needs to be supported to make health food and drink choices in line with the Colleges` healthy eating policy | Establish, maintain and promote Jack's health status, enabling Jack to achieve his full educational potential. |
| Oral Hygiene | Jack needs support to maintain good oral hygiene | Jack needs encouragement to brush his teeth after lunch | |
| Personal and Intimate Care | <p>Jack can sometimes get anxious about going to the toilet and may challenge by grabbing clothes and scratching</p> <p>Jack needs support to maintain good oral hygiene.</p> | <p>Jack is quite happy for familiar staff to accompany him to PC. Jack will ask to go to the toilet by touching his trouser front, when he does this ask him if he would like the toilet, he will touch his chest then wave his hand, this does not mean no because Jack will become distressed if he is not taken and becomes uncomfortable. Prepare Jack's pc bag and show it to him, he will wave his hand. Tell Jack it's time to go to the toilet, be brisk and upbeat as you take him to the large shower room. Chat to Jack about upbeat topics like how well he did at ... or how good he is going to be when he does....t. See personal care plan for further details.</p> <p>Jack needs 2:1 to support him in personal care</p> | <p>State the benefit to the learner of the their learning and therapy at College</p> <p>Establish, maintain and promote where possible, Jack's health status, enabling Jack to achieve his full educational potential.</p> |

| Focus | Baseline Assessment | Support Summary | Benefits Analysis |
|--|---|--|---|
| Mobility, Posture and Transfers | Jack is independently mobile but chooses when he is comfortable to leave his wheelchair and have a walk around with familiar staff. | Jack should always be supported by a staff member when walking around for his safety and those around him. | Encouraging Jack to mobilise without the support of his wheelchair, will promote physical fitness, allow Jack to interact with others in/out the college and maintain Jacks lower limb muscle strength. |
| | | | |

Equipment

Completed by: (insert names and position. Contributors should include - Speech and Language Therapist, Nurse, Personal Tutor, Physiotherapist, Occupational Therapist and Music Therapist)

| Focus | Baseline Assessment | Support Summary | Benefits Analysis |
|--|---|---|--|
| Communication | See SLT Baseline assessment summary | Jack requires access to his Big Mack device and communication book to support his functional communication development. | Jack develops meaningful relationships. His communication is respected. He is supported to develop appropriate, formal methods of communication. |
| Mobility, Posture and Transfers | <p>Jack has a wheelchair which he prefers to sit in instead of transferring to another seat.</p> <p>Lap belt needs to be secure and not loose (Oct 2011) Updated January 2012</p> | <p>Jack is offered and encouraged to sit in other seats. Staff should encourage transferring to a class seat as often as possible. Jack should always be supported by a staff member when walking around for his safety and those around him.</p> <p>Jack sometimes chooses to slide out of his chair if his belt is loose. Staff should check his belt regularly. (Oct 2011) Updated Jan 2012</p> <p>.</p> | <p>Jack should be as mobile as possible and use a seat other than his wheelchair.</p> <p>The lap belt needs to keep Jack safe in his wheelchair when accessing the community (Oct 2011) Updated Jan 2012</p> |

This Support Plan must be signed by the people who have contributed to it:

| Staff member | Signature | Date |
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| Personal Tutor | Blossom Payne | Signature | Date Jan 2012 |
| Speech and Language Therapist | | Signature | Date |
| Occupational Therapist | | Signature | Date |
| Physiotherapist | | Latisha Yvonne | 13/7/10 11/03/11 |
| Music Therapist | | Signature | Date |
| Nurse | | Carolyn Agent Reviewed: Sue Reviewed Marie | 23/02/11 04/03/11 14/12/11 |
| Head of Curriculum and Quality (monitoring) | | Signature | Date |