

My name is Martin  
&  
This is my Essential Lifestyle Plan



**The purpose of this plan tells you**

- Who the people are in my life
- What I enjoy doing everyday
- What support I need to do that
- How to support me

Consent has been given for my plan to be viewed by the public

## When & Who did the planning

Planning started with Martin:	August 2001
1st Draft plan:	23rd November 2001
Plan updated:	1st February 2002
	10th August 2002
	6th November 2002
	30th January 2003
	23rd March 2003

Person doing the plan: (My Mum)

Person/s reviewing the plan: 19th September 2003 - Louise Sk & Helen Sa

## Who Contributed?

Martin	
Daniel	(Brother)
Mum	
Dad	
Grandad	Martin calls him Blue Grandad because he had a blue car.
Grandma	“ “ her Blue Grandma because she had a blue car.
Grandad	“ “ him Red Grandad because he has a Red car.
Grandma	“ “ her Red Grandma because she has a red car
Gail	Close Family Friend to Mum
Leo	School Friend & son of Gail
Ben	Brother of Leo who sees Martin weekly
Rory	Friend from Scouts group
Cathy	Special needs play scheme
Tom	Support assistant - Special needs school

Names have either been changed or removed to protect peoples identity and privacy.

## Who Needs to Contribute?

Michelle	Auntie
Neil	Uncle
Christopher	Cousin
Lianne	Cousin
Doreen	Short Break Carer
Graham	Short Break Carer
Alun	School Friend
Amanda	Speech Therapist
Gillian	Occupational Therapist
Joanne	Physiotherapist
Janet	School Escort
Sheila	School Escort
Fred	School transport Driver
Geoff	Class Teacher - Special needs High School
Jean	Class Support Assistant - High school (special and mainstream school)
Charlotte	Class Teacher -Mainstream High School
Colin	Scout Group Leader
Paul	Personal Assistant
Mel	Personal Assistant
Jan	Support person- Social services

<b>Circle of People closest to Me</b> <b>(Intimacy)</b>	<b>Circle of close friends</b> <b>(Friendships)</b>	<b>Circle of people who want to be in my life</b> <b>(Participation)</b>	<b>Circle of people who are paid</b> <b>(Exchange)</b>
Mum Dad Daniel Grandma (Blue) Grandma (Red) Grandad (Red) Christopher & Lianne (Cousins) Gail (Family Friend) Ben (Family Friends Son) Paul (Personal Assistant)            Note :Grandad(Blue) died July 2002 - Martin was very close to Grandad	Michelle & Neil (Auntie & Uncle) Leo (Family Friends son) Alan (Short Break care Friend) Gary (SEN school Friend) Gavin (SEN school Friend) Rory (Friend - Scouts) Louise (Family Friend) Marina (Friend Scouts)	Paul (Personal Assistant) Mel (Personal Assistant)	Doreen & Graham (Short Break carers) Dr N... (Consultant Neurology) Dr R... (GP) Amanda (Speech Therapist) Gillian (Occupational Therapist) Joanne (Physiotherapist) Janet (School Escort) Sheila (School Escort) Fred (School Transport Driver) Geoff (SEN Class Teacher) Jean (SEN Support Assistant) Charlotte (Mainstream Teacher) Colin (Scout Leader) Fran (SEN School Nurse) Dr L.... (SEN School Doctor) Louise (Behaviour Nurse) Shirley (Acting behaviour Nurse) Jan (Support person-SS) Martin (Opticians) Paula (Hairdresser) Jean (Dentist) Susan (Support assistant Dentist) Liz (Social Worker)   Mainstream -Senco Worker S/School - Head teacher LEA - Case worker Support services - Head of support staff Transport Services - Head of dept Social services - Phil Lowe Salford Families/Barnardos - Project Leader

# What others like & admire about me.

Warm personality

Sociable

Lots of energy

Hospitable - an excellent host

Sparkly eyes

Expresses feelings with his eyes

Determined

Good Looking

Determined

Considerate

Sharing

Cheeky

loves to laugh

Humorous

Polite

Pretty Sharp

Patient

Gentle

Loving

Assertive

Thoughtful

Caring

Fantastic signer

A Superb/eager Communicator

Inquisitiveness

positive Attitude

Cheerful

Full of life

# What is Most Important to MARTIN



## About People

- Seeing Mum, Dad & Daniel every day.
- To see Grandma (Blue) at least twice a week, any day after school.
- To see Grandad & Grandma (Red) once a week, any day after school
- To visit Gail, Ben & Leo at there house once a week (any day) so he can watch Leo's videos with him.
- To stay overnight with Doreen, Graham & Alun once a week on a Wednesday and one weekend per month.
- Teasing people he like's, whenever he can, usually everyday.
- For Paul to take him to scouts on a Thursday at 7.30pm.
- For Paul to collect him from school (No specific day) if Mum is working and for them to spend time in each others company.
- Having his Photograph of his Grandad (Blue) on his bedroom window ledge.
- Having his Ross Kepp pictures (Grant from Eastenders) on his bedroom window ledge.



## In the morning

- Having his Favourite breakfast (shredded wheat & Cornflakes together X2 bowls + 2 rounds of toast with raspberry jam) as soon as he gets out of bed.
- That his comforter (Yellow spanner) is on his desk when he wakes in the morning, ready for him to carry round during the day.
- He likes to carry other comforters around with as well as his yellow spanner (Eastenders videos, soap magazines)
- That when he is dressed his watch goes on the left wrist .



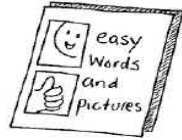
## TV, Video & Tape player



- Buying a `TV soap` magazine (One that he chooses) every Friday.
- To watch his favourite soaps - Eastenders, My Family, Coronation street Holby City and Casualty every week or have it taped, if he is going out ready to watch when he gets in.
- Having his own TV with digital box, Video, Tape deck & Computer in his bedroom to use when he needs time on his own.
- That his videos and tapes are in his cupboard where he can find & get them his self.
- That he decides what he watches and listens to in his own bedroom every day.
- To choose and watch a video every night when he gets in bed.

- When the video has finished he chooses and listens to a favourite tape before going to sleep.

### About Communication.



- Having his electronic aid / symbol book with him wherever he goes and available at all times.
- That his symbol cards for electronic aid/or symbols for his book are replaced if damaged or lost or need adding to when needed.
- Doing his daily Pictorial Timetable of activities when he comes down for breakfast with Mum.



### Personal care

- That his glasses are cleaned at least twice a day .
- Every 12 months he goes to s..... opticians to have his eyes tested and mum takes him.
- That he sees Mum check the water temperature of the bath before he gets in.
- That he prefers having a shower than a bath.
- That he uses roll on deodorant (any make)after his wash/shower.
- That he has clean clothes on every day.
- He likes to choose/ get out of wardrobe his own clothes after his morning wash.
- That he uses Colgate toothpaste.
- He only likes` tears free` shampoo for his hair( Johnsons).
- To have privacy when he goes to the toilet, but that someone can hear him shout if he needs help.



### Things to do

- To go to Scouts , once a week on a Thursday night.
- To go swimming on a Saturday every other week at any local swimming baths.
- To go and stay at our caravan during school holidays with Mum , Dad and Daniel.

# What other people need to know or do to support MARTIN

- He needs somebody to measure and administer his medication for his epilepsy 3 times a day(see Healthy & Safe Section), just after meal times. His t-time dose must be given soon after he has eaten.
- He carries his yellow spanner around with him as his comforter, this is very important to him and must be kept safe but accessible.
- He needs somebody to check his food is not too hot, and for somebody to cut his food up after he has had a try himself. He also has trouble- opening wrappers/Can drinks.
- Some occasional nights just after he has gone to bed he wakes feeling sick, sweaty and very distressed, and needs somebody to stay with him until it passes and he falls sleep. (these could be Panic attacks, Growing Pains, dreams or nightmares)
- He needs 24-hour shadowing/watching and support to keep him safe and healthy but also needs his space as a developing young man.
- He refers to his Grandparents by signing the colour of their cars.( red= Finger along the lips/Blue= finger along back of hand indicating blue vein)
- He needs somebody(anybody, but likes to be asked who?) to help him put his Daily Pictorial Timetable together as soon as he goes down for breakfast.



## Personal Care



- Martin needs help (Getting in & out of the bath, Toothpaste on tooth brush, soap on face cloth) in a morning and bedtime to have a wash/shower/bath and clean his teeth.
- Undressing - Martin can do some of this himself with support if needed, Jumpers, zips, Buttons & laces are the most difficult for him and needs help with these.
- Dressing, he needs more help with - He needs help to put his own shoes on and tie them, also needs help putting his coat on.
- If Martin is going to have a wash/shower/bath somebody would have to check the hot water temperature before he uses it.

Some elements of Martins support section around his personal care have been omitted in order to value his dignity/privacy.

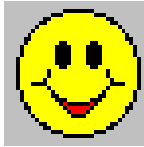
# What other people need to know Or Do to keep MARTIN Healthy/safe.



- Martin has little understanding of the consequences of what could happen if he stepped out into a road, and needs a watchful eye and constant reminding not to go near it.
- Martin has little understanding of personal hygiene and needs constant reminders, and help to achieve this.
- Martin will speak or walk off with anybody and does not realize the possible dangers this could present to himself.
- Martin needs medication 3 times per day, by oral syringe:
  - Just after breakfast: Carbomazepine Liquid - 1 x 6.25ml  
Lamotragine Tablets - 1 x 125mg  
(Dissolve tablets in oral syringe with water)
  - Just after Lunch : Carbomazepine Liquid - 1 x 6.25ml
  - Just after Teatime : Carbomazepine Liquid - 1 x 6.25  
Lamotragine Tablets - 1 x 125mg  
(Dissolve tablets in oral syringe with water)

# Characteristics people who are paid or Volunteer to work with MARTIN should have (and / should not have)

Should Have:



Patience.  
Tolerance.  
Calmness  
Adaptable( when Martin changes his mind.)  
Cheerful out look on life.  
Are lively and chatty.  
A smiley face.  
Willingness to learn about Martins communication skills, signs and aid.

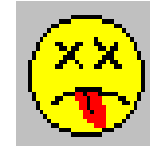
Time to stop and listen to martin's words & encourage him to talk vocally.  
Somebody who takes time to watch his body language,  
(Learn & share this together and with others)

Time to go with him if he wants to show you something and cannot find the  
Symbol or say the word.  
Who enjoys having a good laugh

Love trying new experiences.

Firm but fun  
Who enjoys supporting Martin and wants to get involved in physical activities  
A passion for enabling Martin to be with his peers socially.

Should not Have:



Just with him because they feel sorry for him.  
Just with him because they are paid.

Someone who assumes that Martin does not understand

Someone who talks at him.

Someone who thinks Martin could not join in things.  
Who thinks martin should go at their pace/don't rush him.

Some one who talks over him as if he's not there.

A sad face

**Martins Communication chart**

<b>WHAT IS HAPPENING</b>	<b>Martin Does</b>	<b>We think it means</b>	<b>And we should</b>
Any time	Clenched fist to mouth, munching noise.	He's hungry	He wants feeding/ or explain its nearly meal time. Ask him what he might like.
Any time	Turns your head with his hand or grabs your arm and looks into your eyes.	He wants to speak to you, ask you something.	look at him, Listen & Pay attention
Any time	Lashing out at people. Pinching, kicking spitting, screaming.	Somebody or something has annoyed him or he is frustrated about something.	Ask him to show who/what has upset him/ he has lost his comforter/ somebody has taken his comforters away from him with asking first if that would be OK.
Any time	Ripping & throwing paper or books up.	He's frustrated or annoyed	Reassure him with words/ ask him to show you what's wrong/if he won't, wait till he comes to you for comfort himself.
Any time	Huffs & Puffs, looks up to the sky and folds one leg across the other	Do I really have to do this!	Explain why he does have to do it and encourage/support him to do it.

At this time	We want to let the person Know	We do/say this	and encourage the person to
Meal times	Give him a 10 minute prompt (clock - kitchen or bedroom) that its nearly ready. or We are going out for Tea.	Tell him its on the Table  Tell him where he is going for Tea	To come and get his tea  Support him to put his coat on.
Going out	Tell him That's its nearly time to go out	How long it is before he is going out and set his clock prompt (in his bedroom/Kitchen) for 10 minutes	Encourage him to stop what he is doing.
At Any time we may not understand what he is saying.	That we don't understand	We say with signing/words that we don't understand.	Ask him to show what he means. Present symbol or use electronic aid or go with him to find out.

# Questions to be Answered?



1) How can we help Martin develop new friendships?

- Scouts?
- Mainstream high school?
- Rory (friend from scouts who left, but lives round the corner from Martin?)
- Greg (SN Play scheme)
- Local youth clubs

2) How can we help Martin get in full time mainstream school?

- ELP meeting with SEN School?
- ELP meetings with Mainstream high school?

3) How can we plan to support Martin through his adolescence teen years?

- Ask for help from his peer group about what they are experiencing?
- Ask his peer group best ways to support adolescence/teen years?
- Learning log used by everyone.

4) How can we help Martins ELP be truly his own?

- Boardmaker
- Picture board

5) For the purpose of the web this has been omitted.

6) How do we get support other than family for Martin to go places with him?

- Look at extending Direct Payments

7) How can we make communicating with people easier?

- Electronic communication aid ( Super Voca)
- Communication ` Bible/passport

8) How could we explore other Leisure pursuits?

- Local Swimming Baths?
- Health/ fitness activities?

# Action Plan

# Who

# &

# When

**1&6) Look at ways of establishing  
Circles of friends within his local  
area through:**

- a) After school clubs.
- b) Look at Children's Direct Payment to create independent support.
- c) Apply for Direct Payment  
Accept direct Payment
- d) Local mainstream High school, to develop circles of friends.

No After school clubs

July 2003

Mum

July 2002

Mum

August 2002

Mum

January 2002

(Head of SEN School)

January 2003

## Further Action:19/9/03

- Speak with SENCO from Mainstream school - developing circles of support- friends /Buddying Group/Mentoring Group.
- Speak with the lads within the Scout group/ and Scout leader.

Head Teacher SNS

Mum

**1&6)Look at ways of helping Martin develop new friendships  
and support other than family**

## New Action:19/9/03

- Rory (friend from scouts who left, but lives round the corner from Martin?)
- Greg (Special Needs Play scheme)
- Local youth clubs
- Look at extending Direct payments for support other than family.

Mum

19th September 2003

Mum

Mum/Social Worker

Social Worker

## 2) How can we help Martin get in full time mainstream school?

### **New Action:19/9/03**

- Ask SEN (Special Educational Needs) School to do/come to an ELP meeting instead of a Review meeting?
- Talk to Mainstream High school about a Development programme towards extending Martins Timetable.
- Speak with New Deputy Head of SEN school who has lots of experience around Inclusion.

Person Centred Planning  
co-ordinator  
SEN Head Teacher

Mum

## 3) How can we plan to support Martin through his adolescence teen years?

### **New Action:19/9/03**

- Ask for advice/support from his peer group?  
(Scouts, Mainstream school)
- Ask his peer group best ways to support adolescence/teen years?  
(Scouts, Mainstream school)
- Learning log used by everyone.

SEN Head Teacher/Mainstream

SEN Head Teacher/Mainstream  
Mum

## 4) How can we help Martin have ownership of his own ELP?

### **New Action:19/9/03**

- Look at doing a picture version of his ELP through using Boardmaker
- Find out what Picture board is and would it be useful to use.

PCP Co-ordinator/Mum

Mum



5) For the purpose of the web this has been omitted.

7) Get appointment with Speech Therapist to develop inlays for Electronic communication aid.

Develop paper base Communication aid as back up for Martin.

Mum/Social work

September 2002

Mum/ Support Assistant

October 2002

How can we make communicating with people easier?

**Further Action:19/9/03**

- Look at changing his Electronic communication aid to a `Super Voca` through school scheme.
- Speak to Speech therapist/ more information on a Communication `Bible/passport.

Mum/ Speech Therapist

September 2003

Mum

8) How could we explore other Leisure pursuits?

**New Action:19/9/03**

- Contact Local Swimming Baths?
- Contact Health/ fitness Centres?
- Contact Local Authority/ Leisure?

Social Worker