

***Guidance for parents/carers, young people,
EHC Coordinators and educational settings completing Section A:
All About Me – the views, interests and aspirations of the
child/young person and their parents***

Background information (Child/young person's life story so far...)

Lives with:

- Names of parents/carers and relationship to child/young person, siblings they live with

Include:

- Where and when the child was born
- Medical history (e.g. any medical interventions/surgery/hospital stays/accidents)
- Developmental milestones
- Other significant family details
- How child/young person's needs and diagnosis impacts on their learning and every day skills (e.g. social communication, speech and language) if applicable
- Specialist services and support offered to date and pre-school/schools attended

All About Me...

- **Short positive introduction to the child/young person**
- **Communicates by:**
 - A summary of how to communicate with the child and engage them in decision-making? Include as necessary verbal/non-verbal communication, e.g. eye-pointing, gestures, signing and speech. Use of objects of reference, Makaton, symbols, PECs etc
- **Health & Medical Needs:**
 - For example, asthma, epilepsy, reflux, airway support, medication etc.
- **Vision/Hearing:**
 - How it affects their learning
- **Drinking/Eating:**
 - Include allergies and any dietary and specialist needs e.g. gastrostomy fed
- **Physical needs and equipment needed:**
 - Equipment such as specialist chair, standing frame, splints, walker, hoist

- **Self-care and independence:**
 - Including personal care if appropriate
- **other essential information you need to know about:**
 - including any sensory issues and special interests

Child/Young Person's Views and Aspirations

How has been involved in writing 'All About Me':

- If written in the first person, the plan should make clear whether the child or young person is being quoted directly or if the views of parents or professionals are being represented and the child's views are being communicated through parents/carers.

Things I am good at:

Things I like and dislike and new things I would like to try:

What is important to me: including who they like to interact with e.g. friendships

What people like and admire about me: e.g. infectious smile, the way he/she laughs, his sociability, her good sense of humour

What my goals and aspirations are for the future:

Parents Views and Aspirations

Including:

- **Parents/Carer's aspirations and goals for the future:**
 - E.g. to improve communication/interaction with others, to improve independence skills, thoughts about future provision
- **Parent/Carer's views of their child's special educational needs:**