

‘All About Me’ Form

Guidance for parents

The ‘All About Me’ form helps you give your views, and those of your child or young person, as part of the information needed by the professionals who will make the decision about whether to carry out an Education, Health and Care (EHC) needs assessment for your child or young person.

This guidance is intended to give you additional tips and advice on the type of information that you could include. These are just some ideas. You do not have to use them if you do not want to and not all of them will be relevant to your child.

Your views are important. You know your child best, so please write what is appropriate in your particular situation.

Tips for completing the ‘All About Me’ form

- This is an important document. It is your assessment of your child and his/her needs.
 - Be truthful. Think carefully about what you are going to say about your child.
 - Talk to your family and friends – anyone who knows your child well.
 - It may help to write out your views in draft to begin with.
 - You can complete the form electronically (the boxes will expand as you type) or manually (you can add extra pages if needed).
 - Be detailed but concise. Use headings and bullet points, where possible.
 - Be factual and use examples to give a clear picture of your child’s needs and how the severity and frequency of those needs impact on your child.
 - Try to avoid vague words such as ‘regular’ and ‘often’.
 - As a parent, you can get used to your child’s traits and make adjustments for them, remember to include these in your views.
 - The form is used to gather the views of both you and your child. If you are filling it in on your child’s behalf, make it clear which are your views and which are theirs.
 - It’s not just about nursery, school or college, so focus on areas that educational settings or other professionals writing reports may not be aware of.
-

This is me!

- Attach a photograph of your child or ask your child to do a drawing of him/herself.
 - The professionals who will make the decision regarding assessment may not meet your child, so this is an opportunity to put him/her at the centre of the process.
-

Contact details

- Make sure you complete your child's details in full.
-

My story

The following headings and questions are a guide to help you give a detailed description of your child. These are just some ideas. You do not have to use them all and not all of them will be relevant to your child.

The early years

- What was your child like as a baby? Were you happy with his/her progress at the time?
- Did your child attend a nursery or other early years provider?
- When did you first feel things might not be right?
- What happened? What help or advice did you receive and from whom?
- Has your child had any assessments or received a diagnosis?

Your child now

- Who does your child live with and who are the important people in his/her life?
- What are your child's likes and dislikes?
- What does your child like to do at home? What are his/her favourite toys, hobbies or interests?
- Does your child like to play alone or with other children? Does your child make friends easily?
- Outside the home, does your child belong to any clubs or do any sporting activities?
- What does your child worry about? What are your worries for him/her?
- Is your child aware of his/her difficulties? If so, what are his/her views about these difficulties?

Learning achievement and educational progress

- How do you feel your child is progressing at nursery/school/college?
- Does your child enjoy school? What does he/she find difficult? What is he/she good at?
- How do you think your child's progress compares with others of the same age?
- How willing is your child to take part in learning activities?
- How well is your child able to concentrate?
- What are your child's relationships with other children and adults in nursery/school/college?
- What support is in place at nursery/school/college and what is working well?
- What do you feel is not working well and how has this been addressed so far?
- What things do you think could be done to support your child more effectively?

Health and well-being

- Does your child eat a range of different foods?
- Does your child have a bedtime routine and sleep well?
- Has your child had any serious illnesses or periods in hospital?
- Does your child have any minor ailments or conditions, e.g. asthma and eczema?
- Does your child take regular medicine or have a special diet?
- If your child is older, does he/she show any signs of drug use, e.g. smoking, drinking, glue-sniffing?
- Does your child have difficulty with larger movements such as running, climbing, or balancing?
- Does your child have difficulty with smaller movements such as holding a pen or fastening buttons?
- Does your child appear to be particularly sensitive to sensory experiences, e.g. smells, tastes, lights, noises, the feel of certain materials?

Independence and self-help

This section will very much depend on your child's age.

- How independent is your child in day to day activities?
- Can your child go to the toilet on his/her own? Can your child dress and undress him/herself?
- Is your child aware of their personal hygiene?
- Can your child cope with day-to-day routines?
- Does your child get him/herself organised for school or college?
- Can your child get out and about on his/her own?
- Does your child have an awareness of danger and road sense?

Behaviour

- Do you have any concerns about your child's behaviour?
- At home, does your child co-operate; share; help in the house; fit in with family routines?
- Does your child have any significant routines or rituals?
- Does your child have moods or temper tantrums if things don't go their way?
- Does your child's behaviour differ at home and at nursery/school/college?
- Does your child have any support at nursery/school/college with their behaviour?
- Are there things that have worked well at home or at nursery/school/college?
- Has the nursery/school/college asked your child to go home early?
- Has your child been on a reduced timetable?
- Has your child been excluded? Attach **copies** of any exclusion letters.
- Is there any other information you would like to give, such as information about the family or any events that may have affected your child?
- How do you feel that your child's needs affect your family as a whole?

Other people who are involved with my child

- List the professionals who have been, or are, involved with your child.
 - Professionals could be a paediatrician; speech and language therapist; educational psychologist; occupational therapist; physiotherapist; Healthy Young Minds practitioner (previously CAMHS); specialist teacher; portage worker; social care worker.
 - Attach **copies** of any relevant reports from professionals that you would like to be considered as evidence of your child's needs. **Do not send the originals.**
 - Include reports that are **current**, preferably written within the last **12 months**, unless you feel a specific report is particularly relevant.
 - See the section 'Additional information' at the end of this guidance for more information.
-

How do I communicate?

This section will very much depend on your child's age.

- What is your child's level of speech?
 - Does your child point; copy sounds; use single words or long sentences?
 - Does your child use other forms of communication, e.g. Makaton or PECS?
 - How does your child like to communicate and express his/her views?
 - How does your child like others to communicate with him/her?
 - Can your child start a conversation properly?
 - Can your child convey information, e.g. messages from school/college?
 - Can your child describe to you what they have done during the school day?
 - Can your child follow instructions? Do you have to repeat or break down instructions, so your child understands?
 - At nursery/school/college, does your child speak up for themselves? Would he/she ask for help?
 - If you have a home language other than English, can he/she do the above in this language?
-

What do people like or admire about me?

- This section is about the things that you and other people like or admire about your child.
 - By listing all the positive characteristics about your child you are helping him/her, and those around, see beyond any label or diagnosis he/she may have.
 - Think about your child's strengths, the things that make him/her proud and that make you proud too.
 - Use positive statements. Examples could include:
 - ◆ He's caring and gentle
 - ◆ She's kind and funny
 - ◆ He carries on, even when he finds something difficult
-

What is important to me, now and in the future?

- This section is about your child's hopes and ambitions relating to education, play, friendships, health, further education, independent living and employment.
 - It can include anything he/she might want from life. Examples could include:
 - ◆ having friends
 - ◆ getting better at handwriting
 - ◆ going to college
 - ◆ getting a job
 - It is also important to share your own hopes and dreams for your child's future, in both the short and longer term, even if these are different to what he/she might want.
 - Think of what you want to achieve by making this request for assessment. Examples could include:
 - ◆ making sure he/she has the right level of support
 - ◆ achieving and making progress
 - ◆ making a successful transition to secondary school
 - ◆ becoming more independent
-

Additional information

- In this section, list any reports you are including with the following information:
 - ◆ Title of the report
 - ◆ Name of the person who wrote the report
 - ◆ Contents of the report, e.g. Educational Psychology assessment
 - ◆ Date of the report
 - Think carefully about how much evidence you submit. The professionals who will be making the decision about assessment have to digest a lot of information about a child they do not know, and you want them to be able to pick out the relevant points.
-

An EHC needs assessment may not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the nursery, school, college or other provider can meet your child's needs without an EHC plan.

For further information, please contact:

SENDIASS (Tameside Special Educational Needs and Disability Information, Advice and Support Service)

Tel: 0161 342 3383

Email: sendiass@tameside.gov.uk

Website: www.tameside.gov.uk/sendiass