



Knowsl@y Council

Guidance for Completion of the Pupil

“ALL ABOUT ME”

**Document for an Application for
Education, Health, Care Needs Assessment.**

Guidance on completion of Knowsley's "All about Me" documentation

The Purpose of the document

The 'All About Me' document provides an opportunity for the child/young person and their family to tell their story. The document enables the child/young person and their family to describe:

- Their relationship circles
- Their strengths and needs and current levels of support
- What is working well and what is not working so well
- Their hopes and aspirations for the future

The document can be completed by the child/young person with help from their family or with the support of a key worker/family supporter if this is preferred.

How to complete the form

Please include a [**photograph/avatar symbol/character to represent**] your child, if you wish to or let us know what your child would like and we will insert it for you.

Please read the paperwork with your child, if possible and complete as much of the form as you can. The more detail you are able to provide, the better, but don't worry if there are any sections that you are unsure of, as there will be professionals available to help you, if you need them to

'My One Page profile'

These are some suggestions that might help you and your child to complete the page:

'What I am good at and proud of'

This will depend very much on your child's age, needs and stage of development and could include recently acquired skills in a number of different areas, for example:

- I can turn towards a sound
- I can pick up objects using my whole hand
- I know some colours
- I can count up to 5
- I can point to my nose/eyes
- I can go to the toilet by myself
- I can write my name
- I help to feed my pet
- I coped really well when I moved up from Primary to Secondary school
- I have recently been nominated as a school council representative
- I am learning to cope with being around other people
- I can control my anger when I become anxious

“What people like and admire about me”

Children and young people can behave differently in different contexts, so it may be helpful to think about what family members might say, what other children might say and what other adults, such as nursery/school/college staff might say:

- My teachers say I am friendly/imaginative/creative/sensitive/caring/bright/outgoing/anxious/distressed
- My friends say I am kind/funny/shy
- My teachers would say that I am determined and always work hard
- I am good at practical tasks
- My family would say that I am helpful around the home

The ‘**Good support for me**’ section can be anything that you think helps your child in the home or at school

- Teaching assistant support
- Help with dressing/undressing
- Assistance transferring from wheelchair to standing frame
- Help with homework
- Playtime buddy

“My relationship circle”

On this page, please use the given headings as a prompt, although it is not essential that an entry is made against every heading. Also, please add other people if they play a part in your child’s life and you would like us to include them in the plan. This will help us to understand who is important to your child.

“What is and isn’t working for me”

These are some examples that might be useful. Please complete the sections that you think are relevant to you and your child:

“What’s working”

- My new buggy is just right – much better than my other one
- I am not having as many fits now I am taking my new medication
- I really like my teacher at school. She really helps me
- The alterations made to the bathroom are making life much easier
- The home – school/college diary is working well
- I like going to the film club at lunch time
- My parents are now leaving me in the house on my own for short periods of time
- I like that I am treated as a grown up now that I am at college
- I am now organising my own doctor’s appointments
- The anger management course I am on at school is really helping me
- Teachers trying to understand what is behind my behaviour makes me feel much better

“What’s Not working”

- I don’t have any friends to play with
- I don’t sleep very well and that makes me and my Mum very tired
- Our bathroom and my bedroom is upstairs and my parents are having to carry me upstairs every night
- Communication between home and school is inconsistent
- I am no longer able to go to after-school clubs as my parents can’t collect me due to work commitments
- We are having difficulty reviewing physiotherapy and occupational therapy support
- I feel as though my friends and I are always falling out lately
- I wish that I was allowed to do some things more independently
- I have been having lots of hospital appointments and I feel as though I am getting behind with my schoolwork
- I am bored in the evenings; I would like to get involved with a local club/activity
- I would like to go to college to increase my skills
- I would like to have a job one day, but I know that I will need support to achieve this
- People don’t understand why I behave in the way that I do when I am angry/stressed/anxious
- Fixed term exclusions from school when I haven’t had enough help to follow the rules

Important TO me and Important FOR me’

This section covers both what is important to the child and what is important for them to keep them healthy and safe.

These are some examples of things other families and children have said, but please let us know what you feel is important to you & your child:

- I love going to stay with my short breaks carer
- I like seeing my friends at school
- I like going for walks with my Dad and the dog
- I like my teddy to cuddle when I am upset
- I want to go to the same school as my friends
- I would like to go to cubs
- My cat is important to me
- I want to have some time to myself to listen to my music
- A safe space at school for when I can’t cope