

Filling in the 'All About Me' section in an Education, Health & Care plan

A guide for Parents

Introduction

Education, Health and Care Plans (EHC) were introduced in 2014 to replace Statements of Special Education Needs (SEN) as part of the Governments SEND (Special Educational Needs and Disabilities) reforms.

Information about Oxfordshire's Education, Health and Care plan can be found on the Local Offer pages here <https://www.oxfordshire.gov.uk/cms/content/education-health-and-care-plans>

Oxfordshire's Parent Partnership Service have put together this useful document to explain the process here: [Education, Health and Care plans](#)

Within the plan is a section called 'All About Me'. The first section is where the child or young person (with help if they need it) can record their views. It looks like this...

Section A: 'All about me'

This section is to record the views, interests and ambitions of the child or young person. There are lots of ways to gather this information. Guidance has been prepared to help and is available through the Local Offer.

Please try to ensure that all the questions below are answered. Please show where the young person is speaking directly using "I" or mark clearly when the views of parents or professionals are represented.

What is important to me?
What am I good at?
What do I find difficult?
What do I like to do the most at school/college?
What do I like to do the most at home?
What would I like to achieve this year?
What makes me happy?
What would I like to achieve in the future?

Name of the person completing this section:

Relationship to Child:

If written in the first person, make it clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented.

The next section is where you, as their parents can give your input. It looks like this

'All about me': My family's views

This section is where parents/carers and other family members can record their views, interests and aspirations, in relation to the child or young person.

Please try to ensure that all the questions below are answered.

- What is important to them?**
- What is important for them (to keep them healthy and safe)?**
- What do others like and admire about the person?**
- What are their likes and dislikes?**
- What makes them happy or sad?**
- How do they communicate with others?**
- How do others communicate with them?**
- Do they have any significant routines or rituals?**
- What places do they like to go to?**
- Who are the important people in their life?**
- What are their gifts, qualities and skills?**
- What would their perfect week look like?**

Name of the person completing this section:

Some families have told us they have found filling in this section difficult so, we have put together this guide to explain the tools you can use to help you gather the information.

Throughout this guide we use examples from person centred plans. We have changed the names of the children/young people but the examples are all real.

OxFSN is a charity that supports families of children and adults with learning disabilities so throughout this guide we use this term. The guide is however equally useful for all families of children and young people who will be asked to fill in the all about me section of the Education, Health and Care Plan

The all about me section has been developed to incorporate person centred planning approaches

What is person centred planning?

This is a way of planning that works for **everyone** but is particularly helpful for children and adults with learning disabilities as it helps us to plan in a more meaningful and structured way with them. For people who have more severe or profound disabilities this approach is vital as it helps us to understand the detail in their lives and what makes them 'tick' as individuals. It brings together the people who know them best to work together to ensure they achieve the best outcomes.

The tools used help us identify what matters to the individual, what's important to and for them and how best to support them even if they can't communicate these things vocally. They also give us clear and simple methods of checking back and reflecting on what works and doesn't work, so we can retain the good stuff and lose the bad!

Most importantly for families this way of planning actively involves us. It draws on the in depth knowledge we have of our child and includes the perspectives of other family members, friends and people who know them best.

Not only does an understanding of person centred planning help to make sense of the new Education Health and Care plan (All about me section) as part of the SEND (Special Educational Needs and Disabilities) reforms. They are approaches for life.

"Person centred planning gave my son a voice. It helped us to see him as the unique individual he is and helped us loose the labels he'd been given throughout his childhood. It helped us plan for his future and working this way continues to ensure he lives the life he wants to lead" (parent)

There are five key principles of Person Centred Planning:

1. The person is at the centre
2. Family members and friends are partners in planning
3. The plan reflects what is important to the person now (and for the future) their capacities and what support they require
4. The plan helps build the person's place in the community and helps the community to welcome them. It is not just about services, and reflects what is possible, not just what is available.
5. The plan results in ongoing listening, learning, and further action. Putting the plan into action helps the person to achieve what they want out of life.

Person centred planning is about	Person centred planning is not
✓ Listening and learning about what people want from their lives	✗ The same as assessment and care planning
✓ Helping people to think about what they want now and in the future	✗ The same as reviews
✓ Family, friends, professionals and services all working together with the person to make this happen	✗ Owned by services
✓ A commitment to keep learning about the person	✗ Just a new type of meeting

You can find out more about person centred planning by visiting <http://www.helensandersonassociates.co.uk/>

***We've switched around the order of the questions asked in the 'all about me' section because we feel it's easier to gather information to fill in the form this way. You will still be able to include all the information requested.**

STEP 1

What do people like and admire about your child?

The first question in the all about me section is 'what is important to them?' But, we've started with Like & Admire because Person Centred Planning always starts with an appreciation of the person.

In this section it's a chance to say all the things you and other people like and admire about your child. By listing all the positive characteristics and personality traits about your child you are helping them, and those around them see beyond any label or diagnosis they may have.

Example: What people like and admire about George

- 
- He's caring and gentle
 - He gives great hugs
 - He's brave
 - He carries on, even when he feels sad
 - He's got a great smile
 - He's great to have fun with

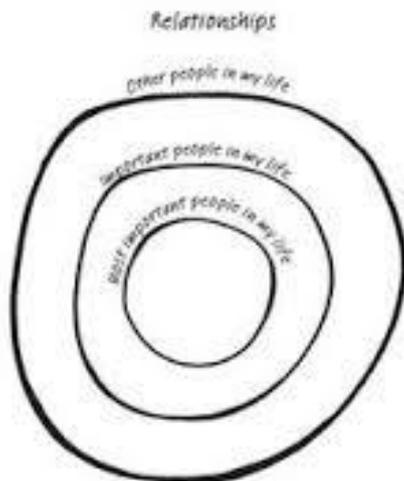
Tips:

- Don't do it on your own, ask friends and family what they like and admire too!
- Aim to get at least 5 quality positive statements.
- Think about the things that make them proud of themselves and what makes you proud.
- Use positive strong statements, try to avoid using words like 'generally' or 'usually' as this undermines the positive characteristics you're trying to convey
- Be specific

STEP 2

Who are the important people in their lives?

The best place to start thinking about who the important people are in your child's life is by developing a "relationship circle" *You can do this as the first step if you think it will help identify who the people are that can help you with the like and admire question!*



What is important to someone will almost always include who is important to them. We can learn and record the important people in someone's life by having conversations and using the relationship circle person-centred thinking tool.

A Relationship circle is particularly useful for exploring: who your child knows how they know them, and how these networks can help them find opportunities and support to live the life they want.

These relationships can be represented as a circle, or in columns, or as a spider diagram with the person at the centre. However it is represented, it is vital to be clear not just about who is in your child's life, but how important they are to them. Typically this is done by putting their name or photo in the middle and the names of the people who are most important in their life closest to them.

If you are doing this using the rings of a 'relationship circle' then the people in the closest ring would be people that your child loves; the second ring would be people your child likes; the third ring would be people your child knows; and the final ring would be people who are paid to be in your child's life, like support staff, hairdressers or GPs.

This process not only identifies who is important in their life, but can suggest how they can stay in contact with them and whether there is any support they may need in keeping and developing those relationships. It can also show if there are other people that they could share ideas, support or resources.

If people find that their relationship circle is not as full as they would like, then it can become a focus for action by asking: 'What would it take to increase the number and depth of your relationships?'

It's really important when you are filling in the names in the relationship circle that you make sure you do this from your son or daughter's perspective and not your own - i.e. it's not people we think should be important to our child but the people who are really important to them.

'I felt really bad not putting my Mum and Dad in Mark's 'most important people in my life' section of his relationship circle, because they are really important to me and I'd like them to be important to him. The fact is though, he rarely sees them and from his perspective they don't figure very much in his life – so I put them in the next circle. It did make me think though – what can I do to make his relationship with them stronger?' [Parent]

Further information on relationship circles can be found here

<http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/person-centred-thinking-tools/relationship-circle.aspx>

STEP 3

How do they communicate with others? & how do others communicate with them?

A good way to gather this information is to develop a Communication Chart

The communication chart is a simple but powerful way to record how your child communicates with his or her behaviour. While it is a critical tool to have when people do not communicate with words, it is also important to use when communication with behaviour is clearer than the communication with words, or when what people say and what they mean are different.

This tool helps:

- As a way to help us to focus on your child's communication whether they use words to speak or not.
- To identify and clarify communication whenever what your child does communicate with their actions is different from what they say.
- It works by giving a snapshot of how someone communicates.

Example: Matthew's Communication Chart

When this is happening	Matthew does this	We think it means	And we should
Anytime he wants something	clapping	Matthew wants something, could be a drink, food or the channel on the TV changed.	Ask him what he wants and take his hand and ask him to show you
Anytime	Hits out at people	He doesn't want to do something. It's out of Character for Matthew to be aggressive so could be feeling unwell.	Tell him not to hit you but think about what it is you're asking him to do. If it's something he's usually happy to do then arrange a visit to the GP. He could be unwell
Anytime	Blows "raspberries"	Matthew is playing a game, he thinks this is funny. He's not being rude	Blow a raspberry back. This makes him laugh
Anytime	Strokes his head	He's upset about something and comforting himself	Offer him reassurance or comfort by chatting to him or looking at a magazine, book or his Ipad

Sometimes people's behaviour can be misunderstood, seen as challenging and down to the fact they have a learning disability when actually, more often than not they are simply trying to tell us something. So, knowing how they communicate is essential.

- *Aidan is refusing to wear anything over his head (t-shirt, jumper, top) he pulls it off straight away and pushes us away. This is not his usual behaviour but staff supporting him are concerned because he can't go out (and he loves going out) Aidan is taken to the doctor for a check-up and it turns out he has a rather nasty ear infection. Aidan was telling us something was hurting him. This was his way of communicating it to us because he can't verbalise it. Aidan now has this written down in his communication chart so if he does this again his support staff now know to take him to the doctors straight away*

Alex is 3 years old – this is Alex’s Communication Chart

When this is happening	Alex does this	We think it means	And we should
Anytime Alex wants to say something	Says “Baaa” as a question	He wants to ask you something or tell you something	Answer him and ask him what he wants
When Alex is hungry or tired	He will tap his mouth with his hand	He wants something to eat	Offer him something, a banana or a biscuit and encourage him to choose
When Alex is thirsty	He will shake his hand in front of his mouth	He wants a drink	Give him water or milk in a cup with a lid
Alex wants to watch TV	He says “Bumble”	He wants to watch Mr Tumble	Pull up an episode for him on Sky Plus
He’s tired	He will walk to the stairs and say “bye”	He wants to go to bed	Help him to get ready for bed
He wants something to eat	He will either tap his hand in a B shape or put one hand on top of the other	The 1st means he wants a biscuit the 2 nd means he wants a cake	If it’s appropriate, offer him what he wants
He needs his nappy changed	He will wave his hand in front of his face and “woooo”	He has done a poo!	Change his nappy
When he’s been asked a question (e.g. what is the animal? Where is the car?)	He shakes his head in a ‘giddy fashion’ and grins or hides his face with his hands	Alex is unsure what is wanted of him or what he is meant to do/say and is trying to deflect from the situation by making you laugh	Rephrase the question and give him a verbal and signing prompt to help him remember the answer
When Alex wants a cuddle	He puts both hands up to you	He wants a hug	Hug him, or at least pick him up if possible
Alex is bored and wants your full attention	Alex starts going into cupboards and pulling things out or pushes objects off tables	Alex is bored	Redirect his attention (and yours) to something you can both do together

Another example of a communication chart can be found here

<http://www.helensandersonassociates.co.uk/media/13475/communication%20chart.pdf>

For more details of Communication charts and further good practice examples visit <http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/person-centred-thinking-tools/communication-chart.aspx>

STEP 4

Likes and dislikes, happy and sad, places they like to go, routines and rituals

Start thinking about (*and ask others, who know your child well what they think*) what your son or daughter likes and dislikes and the things that make them happy and sad – Likes and dislikes and things that make them happy or sad usually always includes places they like to go and people they like to spend time with but it could also be a favourite toy or possession, food they like or anything else.

Capturing all this information will help you fill in the Important to and important for them question.

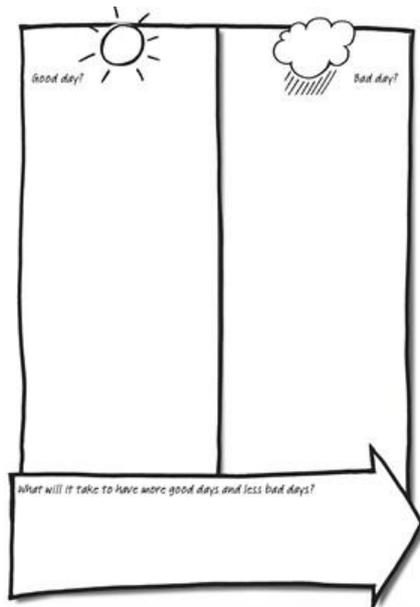
Significant rituals and routines can also be included. If specific routines and rituals are really important to them then remember to make sure this is included in real detail not just listed as '*needs routine*' as this doesn't really tell people anything. So, be clear and spell out what the routine is in real detail.

You can also think about what your child likes and dislikes and what makes them happy and sad by using the good day/ bad day tool

Good day/Bad day

is a person-centred thinking tool that simply asks the person to describe what a typical day is like, starting with when they wake up and continuing until they go to bed. Then you can ask for the same detailed information about what an especially good day is like and a particularly bad day. This tells you what needs to be present for them in their day-to-day life and what needs to be absent.

In reality, the conversation is likely to meander. Some children/young people cannot describe a good day or a bad day, but can tell you about the last week in great detail, so that you can gently ask which bits of the day were good and which not so good. If they have not had good days for some time, they may be able to tell you about a good day from their past.



You could ask:

'If you had a magic wand and were going to create a really good day for your child - what would happen? What would they be doing? Who else would be there?'

And then ask a similar question about a bad day:

'What would you do if you wanted to ruin someone's day?'

This teases out what is important *to* and *for* them and it can then be used to make changes by asking 'What would it take for you to have more good days and fewer bad days?'

What about children/ young people with more severe or profound disabilities?

One of the concerns we frequently hear comes from parents who have a son or daughter with severe or profound learning disabilities. They often struggle to see how this approach could work for their children – and that it seems geared towards those more able to communicate their wishes and needs.

“How can this possibly work for my daughter when she can’t speak and doesn’t understand what we are asking her?”

Just because people don’t use words to communicate it doesn’t mean they don’t have anything to say. People communicate in different ways and we and others can get to know them really well, by learning what they are communicating (by making sounds, vocalisation, gesture, body language and/or their behaviour) we can get a good picture of what a person likes. What they like to eat, whether they like a busy or quiet environment and what sort of music, if any, makes them smile. We can learn a lot about their likes and dislikes and what’s important to them when we listen to what they are telling us through these methods. For example:

- Lucy rubs her chin and side of her face gently against her shoulder when she wears her soft pink fleecy top. This is telling us that she likes wearing this fleece and enjoys the feel of it against her skin. We know **it’s important for Lucy** to have sensory experiences like this because she finds it comforting. Now when we go clothes shopping we hold the fabric against her face to see if she likes the texture. This means Lucy is also making her own choices.

STEP 5

Gifts, Qualities and skills

We tend to think about gifts and talents as being the exceptional things people can do like being brilliant at drawing or playing a musical instrument etc. This doesn't have to be the big stuff – we all have gifts and talents! A gift can be anything a person does to that creates an opportunity for meaningful interaction with at least one other person.

“Aidan has the most infectious laugh- it's impossible not to laugh with him” [Aidan's sister]

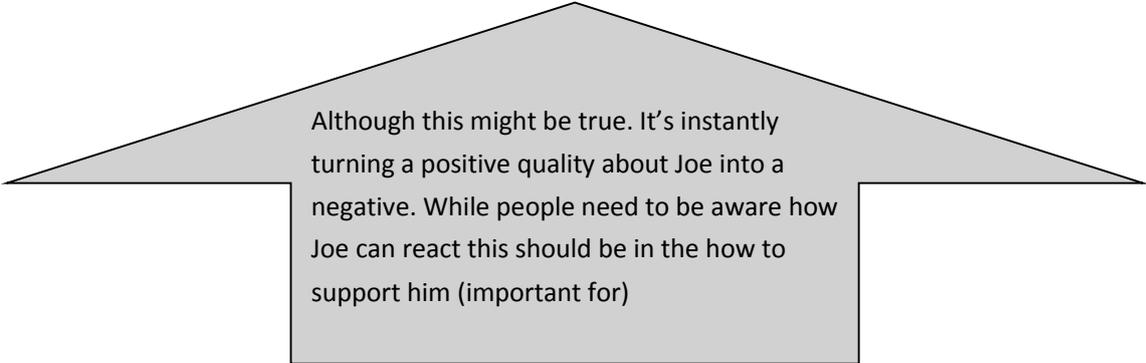
“Matthew has an amazing memory, he remembers where every biscuit tin is in every house he's visited” [Matthews Mum]

Go back to step 1 and think about what others have said they like and admire about your child. We can see in George's like and admire comments that his friends and family think he has a real skill for making people laugh and he has some lovely qualities such as being brave and carrying on even when he's feeling sad.

You could also ask your son or daughter about a time when they achieved something which made a positive difference to someone else and gave them the 'feel good factor'. If they can't tell you themselves, then ask other people who know them really well what they think. You can build on this with stories about when your child is at their best. What does this tell you about their gifts and qualities?

Remember you are talking about gifts, qualities and skills here. Keep it positive

“Joe is a strong and determined child, who knows what he wants. ~~Although he does have a tendency to 'kick off' if he doesn't get his own way'~~



Although this might be true. It's instantly turning a positive quality about Joe into a negative. While people need to be aware how Joe can react this should be in the how to support him (important for)

STEP 6

What is important to them? & what is important for them (to keep them healthy and safe)

Once you have gathered all of the information about likes, dislikes, what makes them sad or happy, places they like to go, people that are important to them, their routines and rituals and how they communicate you are ready to fill in the **Important to and important for question**.

A fundamental person centred thinking skill is to be able to separate what is important *to* someone from what is important *for* them.

- **Important to** is what really matters to the person from their perspective. This should include only what people are saying with their words or behaviour, the things that really matter, things that make them feel happy or content, fulfilled and things that they look forward to and enjoy.
- **Important for** is about the help and support a person needs to stay healthy, safe and well. While this is clearly essential, families and professionals often put the main focus on important for and sometimes fail to ensure that there is equal balance between the two. If we only focus on keeping people healthy and safe we may ignore the things that are important to them and life can become very unhappy and frustrating. Equally if we only focus on what is important to people then it becomes all choice and no responsibility. The so getting the balance right is key.

What support is needed to stay healthy and safe – this should describe what is important for the person to stay healthy and safe and identify what others need to do

- So he/she has what is important to them and will stay healthy and safe
- It should not include the things that they can do for themselves

Example of important to & important for

What's important to George	What's important for George
<ul style="list-style-type: none"> • Staying in touch with his friends (Jack, Joe and Amy) and making new ones • His Xbox –He loves gaming and watch movies, going on Facebook and keeping in touch with friends • His mobile phone • His electric guitar • He loves listening to and playing music (Rock music, ACDC etc.) • To choose what he eats • To know what is available to eat • To be able to make choices about what he wants to do • To do things in his own time and not be rushed • To know when something is going to start and what time it stops • Wearing the clothes he chooses to wear – <i>he's very fashion conscious</i> • Meeting up with friends and knowing where, when and for how long this will be for • Going to the game store to choose and buy new games • Going to the cinema with friends or family • Roast dinners with his family (especially when Grandma comes or his Aunty Jane with cousins, Jamie & Lewis) • Staying fit, so he likes swimming and sport 	<ul style="list-style-type: none"> • George needs to know when things are going to happen like a trip or a visit • Explain clearly how long the activity/visit will last, who will be there and when it ends • Offer him choices – what he eats and where he goes • Give him plenty of warning when he needs to go somewhere so he doesn't have to feel rushed • He gets very anxious so when he's worried or shaky let him have some time alone • Talking helps him but he needs to do this when he's ready – don't ask him lots of questions • He needs a timetable that is stuck to or be given time to adjust if something is going to change • He find's eating tricky and needs to be reminded to eat the right amount of food – needs support to stay healthy • When there is a lot of noise, bangs or shouting, he gets scared and it hurts his ears – he needs to get away from it and go to a quiet place • He loves going swimming but needs support to get there and help to pay and get a locker

We've filled in what's important to and what's important for George (*how best to support him*) and as you can see it tells us an awful lot about him and answers lots of the questions in the 'all about me' section. It gives us a really good idea of who the important people are to George, his favourite places and things that make him happy and sad etc. it also, importantly, tells us how best to support him to ensure he has a good day and how he needs to be communicated with.

How people communicate and how to communicate with them should also be included in important to and important for. Although George's tells us very clearly that he needs people to tell him what's happening and what he's going to eat – he needs information in a clear and timely fashion and doesn't like to be rushed. He doesn't like changes to planned activities but deals with this better if he's given time to adjust to any changes. He can tell people what he wants and communicates well but people need to know this about him to support him better and avoid him getting stressed and anxious.

Matthew on the other hand (see step 3) doesn't use words to communicate and it is very important that people know what he is communicating with his gestures and behaviour. It is important *for* him that people read his detailed communication chart so they know how to support him well.

Tip:

Be specific, think about the detail. If your child likes music – say what music. *It's no good playing ACDC if they like One Direction.* If they like crisps say what flavour!

Tip:

Keep in mind that the vital issues of health (and safety) may not be important *to* your child. Where this is the case they should be listed under 'what support and help they need. **It's important *for* them not *to* them'**

Gathering the information this way means that you have a very clear picture of the child/young person but it's presented in a simple, easily understood format.

STEP 7

What would their perfect week look like?

Now you know what is important to your son or daughter it's time to think about what a perfect week would look like.

If they could have the **best week ever** what would that entail? Who would be there, where would they go? What would they do? Ask them what they think (if they are able to tell you). Talk to other people who know your child well, brothers and sisters and other family members for their views and ideas.

	Mornings	Afternoons	Evenings
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			
Sun			

Try to think big and not just stick to what is currently practical or achievable. Remember you are describing a perfect week not just a good one. This is a great way of identifying their dreams and aspirations! Which leads us to the next step....

STEP 8

What would they like to achieve in the future?

Although this question is included in the child/young person's section of the 'all about me' it's helpful for parents to think about this too and how you can help them think about their ambitions and aspirations.

Many children and young people, particularly those with learning disabilities live lives that are focused on staying healthy and safe – obviously these are very important issues – but this can mean that the ordinary things in life get overlooked, or squeezed into a corner.

Practical barriers and the limiting ideas of society often get in the way of children, young people and families having the same opportunities as everyone else and having the opportunity to discover the possibility of dreams of a different future.

We all have dreams but some people say that dreaming is pointless, it leads to unrealistic expectations and disappointment, but dreams contain small seeds that can be nurtured and built into practical and possible outcomes and daily activities.

'As parents it's easy for us to dismiss our children's dreams and ambitions because we see them as unachievable ... "Andrew wants to be a famous actor-he's never going to do that!" We worry about encouraging them in something that we think we will never be possible and the impact that could have on them. Instead we need to unpick the dreams and think about the elements within it and what it tells us about the individual. Would Andrew like to join a youth theatre, do an acting/drama course? Does he like performing? Could he join a local group that does training and role plays. He may never be famous but, the reality is that few actors actually are - he may still be able to act and enjoy doing so'.

It's also important to remember that many children and young people come up with ideas about what they want to do when they are older based on the jobs they know about or they see on TV or films. It's up to us to think creatively and help them explore all the other options available that might lead to them having a happy and fulfilled future, doing something they love.

What about dreams and aspirations for those with profound and multiple learning disabilities?

We know this is a difficult question for some parents, especially those of you who have children with very complex disabilities, who may not have capacity to understand the question or be able to think about or communicate their wishes and dreams.

For people with profound and multiple learning disabilities (who communicate in other ways e.g. through vocalisation, sounds, body language, gesture, behaviour) we can only 'best guess' - what we (*those of us who know them best*) think would make a good life for them. They may not have dreams or aspirations of their own but we can still plan, based on what we know is important to them.

Use the **perfect week** tool (Step 7) this is a great way of capturing hopes and dreams. Would part of their perfect week include a special trip somewhere doing something they love doing? Could this be included as an aspiration or dream?

For instance:

What is really important to Matthew is swimming, having lots of new and exciting things to do, holidays (going somewhere new and different) watching Disney films, eating out in restaurants and going to parties, the cinema or the theatre. His family decided a **perfect week** would be a Holiday at Disneyland (*They decided on Paris – Because Florida is too far and he wouldn't cope with the flight!*) As well as being documented as his perfect week it's also logged as a dream and aspiration

You could also use the **good day/bad tool** (Step 4) the 'magic wand' question too.

You should now have all the information you need to fill in the 'All about Me' section of the Education, Health and Care plan.

- Go back and check, better still get someone who doesn't know your child very well to read through it. Does it contain enough detail? Does it make sense to them? Do they now know what is important to and for your child and would they feel confident to support your child if you weren't there?
- At the bottom of the family's views section it asks to name the person who completed this bit. Here, you should write your name and the names of anyone else who helped with this information...brothers, sisters, grandma and anyone else who you talked to complete it. Person centred approaches are more powerful because they include the views of others who know the person well...not just Mum or Dad!

As families we have most – if not all of this information in our heads. We know our children well but what we've learned about them, the real detail that matters to and for our children can be missed if it's not all written down. We think we've given you some practical tools to help log this information but, if it's still not clear please get in touch and we will do our best to help info@oxfsn.org.uk

One more thing.....

STEP 9 (OPTIONAL BUT RECOMMENDED)

Turn the information you've gathered into a One Page Profile

A One Page Profile is a short introduction to a person - it is not a person centred plan, more like a 'beginners guide'. One of the reasons they are effective is that they are 'to the point' and easy to read. The information in a One Page Profile can be developed into a Person Centred Plan or Support Plan.

A one page profile can be used in a number of ways.

George's family have used the information they gathered, what people like and admire about George, what's important to him and how best to support him to develop a one page profile. George was moving from school to a new college and the One Page Profile was used to help staff get to know him simply and quickly.

Alex's family used his One Page Profile at nursery and to help him when he moved to school

Alex's one page profile





What people like and admire about me

I am funny and cheeky. I give great hugs. I am a great singer and dancer. I am confident and I am kind – I look out for and after others. I have lots of enthusiasm for having a good time.

My friends say about me:

"I like Alex playing with me because he's really nice to me"

"I like taking turns with Alex playing Round and Round the Garden"

"When Alex blows bubbles at me, it's funny"

What is important to me

- Being at home with my mum and dad and brothers Jacob and Izzi.
- Talking about Jacob and Izzi and my friend Ajay.
- Going to my pre-school. I love being at school
- Breadsticks! They are my favourite snack along with quavers and wotsits
- Having tomato ketchup at mealtimes – I put it on the food by myself
- Watching Mr. Tumble and Justin's House
- Going to Pizza Hut on Tuesdays with Dad, Jacob and Izzi
- Doing things by myself – like eating and getting dressed
- Playing with water in the bath
- Playing with friends – Ruby and Ajay in particular.
- Singing – I LOVE singing Happy Birthday.
- Bubbles – I really like them and am getting great at blowing them!

How to support me

- I am confident walking but I find stairs and uneven surfaces difficult. I need to hold hands with someone to stay upright.
- I can stop walking suddenly and sit down and I don't understand danger when out and about so I need support to stay safe.
- I can put a lot of food in my mouth when eating. I need reminding to take my time.
- I find it difficult to wait for things that I want. I need support to understand turn taking and to speak quietly.
- I don't understand danger – if something is too hot, too sharp or shouldn't be eaten or drunk. I need someone to think about the activity I am doing or the environment I am in to make sure I am safe.
- I need people around me who use makaton to understand and be understood. Visual cue cards also help me understand what I am meant to do.
- Having a routine in my life, and knowing what is expected of me, and what is going to happen next
- I need to sleep in a bed which has sides – I sleep sitting up and I will fall out if I don't have sides to lean on.

Jacob's family use his One Page Profile at school as a way of helping his new class teacher to get to know him well. The school now uses one page profiles for all its pupils.



You can also have a collection of One Page Profiles for use in different situations, for example, school, youth club, baby-sitters, dog walking, going into hospital, going to the Dentist and going swimming - the possibilities are endless. They are a great inclusion tool. You can also use them in families, in the workplace and when meeting new friends - they are for everyone.

For further information you can watch this brilliant Webinar, developed by Alex and Jacob's Mum for Helen Sanderson Associates

<https://www.youtube.com/watch?v=dtrmlBZIW2I>

You can also watch this lovely film that explains how schools have used one page profiles and this explains how they can fill in the like and admire section

<https://www.youtube.com/watch?v=c8aZp8wiHdY>

This website shows the many uses of one page profiles and their stories from birth to end of life <https://onepageprofiles.wordpress.com/>

Further reading, useful resources and websites about person centred approaches

Helen Sanderson Associates – www.helensandersonassociates.co.uk

Personalising Education - <http://www.personalisingeducation.org/>

Personalising Education You Tube Channel -

<https://www.youtube.com/channel/UC0BSLuXiTSgQd1qQDs9qfXw>

Oxfordshire Family Support network – www.oxfsn.org.uk

[Moving into Adulthood and Getting a Life guides](#)

Think and Plan – www.thinkandplan.com - this website has all the person centred thinking tools templates to help you think and plan

Dimensions UK – person centred thinking - e-learning course -

<http://www.dimensions-uk.org/about-us/person-centred/>

Communication Matters- www.communicationmatters.org.uk

Oxfordshire Total Communication - <http://www.oxtc.co.uk/index.shtml>