Completing the ‘All about Me’ Section of EHC Plans

An Easyread guide for parents
Introduction

The changes were part of the Government’s SEN reforms (special educational need and disabilities)

In 2014 Education, Health and Care plans were introduced by the Government. They replace Statements

More information about EHC plans can be found on the Local Offer

www.northamptonshire.gov.uk/localoffer

Northamptonshire’s Information, Advice and Support Service can help you through the EHC process.
Part A, All About Me

This part has smaller sections to record your views.

How your child or young person and your family took part in the plan’s development.

A section describing your child’s story.

A section describing your child’s views, interests and plans for the future.
Part A All About Me of EHC plans continued

All about me

This includes;

What is important to them?

What are they good at?

What do they find difficult?

What makes them happy?

What would they like to do in the future?
All About Me section of EHC plans
continued

The sections also cover:

Your Views

The views of your child and your family.

Important

What's important to them?, what's important for them?

What do others like and admire about them? What makes them happy or sad?
All About Me section of EHC plans

continued

What are their routines, who are the important people in their life?

How to communicate with your child so they can make decisions.

Information about who helps your child
Completing Part A of the EHC plan

The information to complete Part A comes from different places:

From your child and your family

Making a one page profile, either at home or at school.

Meetings between parents and school staff and other professionals
Completing Part A of the EHC plan

continued

Meetings between your child and school staff/other professionals

The EHC assessment looks at your child’s needs.

This is called person centred planning.

This is a very helpful way of planning for children or young people with learning disabilities.
Step by step guide to completing the information in the ‘All about me’ section

If you were only to follow one step, please follow step 6, it’s the most important one to complete Part A of the EHC plan.

Step 1 - starts with appreciating the person.

List what you like and admire about your child

Be specific

Try and have 5 positive things

Step 2— who is important in their life

Create a relationship circle of people who are important to your child.

This helps to work out who is important and why. It could be friends, family, teachers or group leaders.
Step by step guide to completing the information in the ‘All about me’ section

**Step 3** - how do they communicate with others? & how do others communicate with them?

It’s good to have a communication chart

<—— here is an example

It helps you to work out what your child needs if they cannot vocalise it.

Some behaviour is misunderstood and it can help to identify if it’s good or bad and if they need help.

**Step 4**—good day/bad day

Thinking about what your child likes or dislikes

E.g. TV, toys, people, special food.

It should also include things they like to do in the day

You can draw up a chart to help other people to know what to do if these things happen.
Step by step guide to completing the information in the ‘All about me’ section

**Step 5 - gifts, qualities and skills**

A gift can be anything someone does that engages someone else in a positive way.

Ask your child what they think they do well, if they are unable to say, ask someone who knows them well.

An example could be: “Matthew has an amazing memory, he remembers where every biscuit tin is in all houses he visits”.

**Step 6 — what is important to them?**

‘important to’ is from the child’s point of view, things that they enjoy and rely on

Be clear; if they like music, say One Direction, otherwise if you play them ACDC they might not enjoy it.

Here’s an example chart:

<table>
<thead>
<tr>
<th>What’s important to George</th>
<th>What’s important for George</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying in touch with his friends (Jack, Joe and Amy) and making new ones.</td>
<td>George needs to know when things are going to happen like a trip or a visit.</td>
</tr>
<tr>
<td>His mobile phone.</td>
<td>Offer him choices—what he eats, where he goes.</td>
</tr>
<tr>
<td>To choose what he eats.</td>
<td>He gets anxious so when he's worried or shaky let him have some time alone.</td>
</tr>
<tr>
<td>To do things in his own time and not be rushed.</td>
<td>Talking helps him but he needs to do this when he is ready—don’t ask him lots of questions.</td>
</tr>
</tbody>
</table>
Step 6— What is important for them?
continued

“important for” is the help/support your child needs to stay healthy, safe and well.

Try to keep things balanced; happy, healthy and safe

To help work out what’s best for your child you can use the following template.

This chart tells us what’s working/not working for the young person

<table>
<thead>
<tr>
<th>About</th>
<th>What is working well that we want to build on?</th>
<th>What is not working well that we want to change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning skills and moving towards employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home and independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends, relationships and community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gather information from different perspectives
- Child/young person - Family - School - Others involved

It’s a good idea to get different people to complete the chart with you, e.g. School, friends etc
Step by step guide to completing the information in the ‘All about me’ section

Step 7 – What are their aspirations? What would they like to achieve in the future?

You need to help the child work out what their aspirations/dreams are and how to get there.

Not all are achievable but it’s important to help them develop a realistic idea.

‘My perfect week’ helps to plan what works best and when.

Completing these steps means you should have enough information to complete the ‘all about me’ section. If not, go back and check through again, talk to other people and see what they think.

List everyone who has been involved in writing this section
Step by step guide to completing the information in the ‘All about me’ section

**Step 8 - One Page Profiles** (optional)

This is a short introduction to a person.

It’s a beginners guide to the child/young person.

They are to the point and easy to read.
Person Centred Planning

It brings together people who know your child, including family and close friends.

It looks at providing the best outcomes for your child in the future.

It allows people to give their views even if they cannot communicate vocally.

It gives a clear and simple way to look at how things are going.

Keeping the good and removing the bad.
Person Centred Planning

continued

There are five key principles to Person Centred Planning

- The person is at the centre

- Family members, friends and professionals work together to plan

- The plan reflects what’s important to their child, their abilities, and their support needs

- The plan helps to reflects what is possible for them to achieve in their community rather than the services available

- The plan helps people to continue to listen, learn and improve.
Useful contacts

- **Information, Advice, and Support Service (IASS) for SEND in Northamptonshire**
  This statutory service is run at ‘arm’s length’ from the Local Authority and provides free, confidential, impartial advice, guidance, and support to parents of children with special educational needs or a disability (SEND). They also provide support for children and young people with SEND. IASS can be contacted via:

  Telephone: 01604 364772
  Email: contact@iassnorthants.co.uk
  Website: http://www.iassnorthants.co.uk/

- **Helen Sanderson Associates**
  Many of the tools used in this booklet can be found on this website, which provides further examples and explanation about the strengths of person-centred practices:

  Website: http://helensandersonassociates.co.uk/

- **Think and Plan**
  Dimensions, The Learning Community for Person-Centred Practices, and Helen Sanderson Associates have teamed up to offer a free e-learning course about person-centred practices. Access it here:

  Website: http://www.thinkandplan.com/

- **Northamptonshire County Council: Education, Health, and Care Team**
  The team that facilitates the EHC process can reached via:

  Email:
  Daventry and South Northants: ehcdav@childrenfirstnorthamptonshire.co.uk
  Kettering and Corby: ehcket@childrenfirstnorthamptonshire.co.uk
  Northampton: ehcnor@childrenfirstnorthamptonshire.co.uk
  Wellingborough and East Northants: ehcwell@childrenfirstnorthamptonshire.co.uk

  Website: www.northamptonshire.gov.uk/sendehc