

All About Me

How to create a Personal Profile
(Section A of an EHC Plan). A guide
for parents, carers and young people



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Introduction

The London Borough of Bromley and South East London Clinical Commissioning Group (CCG) are committed to improving the education, health and wellbeing outcomes for children and young people who have special educational needs and/or disabilities (SEND).

The Children and Families Act 2014 introduced important reforms for children and young people from birth to 25 years who have special educational needs and / or disabilities.

The reforms are designed to focus on aspirations, what is important to children, young people and their families and to place them at the heart of the system.

This guide provides useful information about how to create a personal profile for children and young people with special educational needs and disabilities (SEND).

It can also be used to complete the 'All About' section of the EHC plan for children and young people who have special educational needs and/or disabilities (SEND) and who are undergoing an EHC Needs Assessment.

What is a personal profile?

A personal profile is a simple summary of what is important to a child or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their outcomes.

A personal profile captures all the important information about a child or young person.

Personal profiles should only contain positive information and can be used for anyone of any age from pre-school to adult. They help those around a person to understand them better and know how best to support them.

How are personal profiles being used?

Many children and young people with special educational needs and/or disability (SEND) use their personal profile to help them communicate with new people. For example, they can take it to medical appointments, school, childminders or leisure activities. They find it an effective way of communicating to new people about themselves.

They are also used at points of transition to help receiving settings develop a clear picture of the child or young person. Personal profiles are used to complete Section A of the Education Health and Care plan (All about section).

They enable the child, young person, and their family to share their views, wishes and hopes for the future.

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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. It brings together the people who know them best to work together to ensure they achieve the best outcomes. The tools used help to 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.

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

“ Person centred planning has given my son a voice. It helped us to see him as the as the unique individual he is and helped us lose 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, happy and fulfilled. ”

(Bromley parent)



How can I involve my child or young person in their Personal Profile?

The child or young person should be involved as much as possible in the development of their personal profile.

There are several ways to capture the views of a child or young person. This may include a written contribution, photographs, pictures or a video.

We have developed some resources to help children and young people to share their views.

www.bromley.gov.uk/
LocalOfferShareYourViews



EHC Needs Assessment

The EHC Needs assessment and planning approach should be person-centred with the child, young person and their families being at the centre of the process, supported and encouraged to be involved at every step.

Planning should start with the individual. The Council must ask the child or young person and their parents or carers about their views, wishes and feelings about:

- Their aspirations (hopes for the future)
- The outcomes they wish to achieve
- The support they need to achieve them.

Completing Section A of the EHC Plan

Within each plan there is a section A called 'All about'.

This is divided into sections where the child or young person and their family can record their views.

1. Things that are important to me. A key 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 and behaviour, the things that really matter, things that make them feel happy and content, fulfilled and things they look forward to enjoying.



- **Important for** is the help and support a person needs to stay healthy, safe and well.

- 2. Things that are working well at home and school that the child or young person may want to think about:
 - What am I good at?
 - What do I find difficult?
 - What do I like most about school/college?
 - What do I like most at home?
 - What makes me happy?

What's working? And what's not working?

What's working?



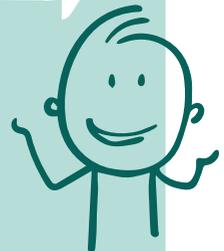
What's not working?



What are you going to keep, develop or grow?



What are you going to change or let go of?





3. Other information I think is important to know about me

In this section include details about play / favourite toys, interests, behaviour, independence, friendships.

Consider:

- What is important to the child/young person (to keep safe and healthy)?
- What do others like and admire about the person?
- What makes them happy or sad?
- What calms them when upset?
- Do they have any significant routines or rituals?
- Who are the important people in their life?
- What are their achievements, qualities and skills?

Like and Admire

What people like and
admire about me...



What I am
good at is...



4. Important things to know about my past

Things to include:

- medical history (e.g., any medical interventions / surgery / hospital stays / accidents)
- developmental milestones (e.g., sitting, walking, talking)
- other significant family details e.g. siblings
- schooling to date

5. How to communicate with me

- How do they communicate with others?
- How do others communicate with them?
- Include a summary of how to communicate with the child / young person 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.

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 through his or her behaviour or actions.

6. Things that I enjoy doing

- For example, swimming, trains, soft play, going to the park.

7. My hopes, dreams and aspirations for the future

Many families will share the Department of Education's vision which:

“ for children and young people with special needs is the same as for all children and young people – that they achieve well in early years, at school and in college; lead happy and fulfilled lives; and have choice and control. ”

Aspirations are hopes, wishes and plans for the future.

Aspirations are important because they help everyone to better understand what motivates and interests the child or young person.

It is important to remember that many children and young people may not achieve their aspirations. That is ok!

Aspirations can be whatever the child/young person wants to achieve. It is up to everyone who is supporting that child or young person to think creatively and help them explore all the other options available that might lead them to having a happy and fulfilled future, doing something they love.

Here are some examples of aspirations:

Children and young people

- To have friends, be part of my community and have people who can help me have fun and get what I want in life.
- To get a paid job when I leave education.
- To be as fit and healthy as I can be.
- To be an astronaut.
- To live in my own house.
- To get married.

Parents and carers

- To develop his/her living skills so that he/she can live independently in the future.
- To engage in activities with his/her friends.
- To be happy.
- To manage his/her health and wellbeing.

Remember to list everyone who has been involved in writing this section, yourself as parents, the wider family and friends.

Information, Advice and Guidance

- The Council also provides access to information, advice and support to help guide parents and young people through the EHC needs assessment process.

Information and Advice Support Service (IASS)

Email: iass@bromley.gov.uk

Tel: 020 8461 7630

Visit: www.bromley.gov.uk/iass

Useful websites/resources

<https://www.preparingforadulthood.org.uk/downloads/person-centredplanning/introduction-to-person-centred-planning-tools.htm>

<http://helensandersonassociates.co.uk>

