



# About Me and More About Me - Guidance for Completing a Profile

## Introduction

The purpose of the About Me (and More About Me) document is to:

- explain a child or young person's needs clearly, to anybody working with or supporting the child or young person
- explain to less familiar carers how individual children or young people express themselves
- help child or young person interact with their peer group and those around them
- support people to understand the needs of the child or young person
- help those working with the child or young people to keep them calm and safe.

There are two main templates to choose from – 'About Me (Generic)', which is suitable for all children and young people and another, 'About Me (Future Plans)', which is aimed at older children thinking about the next stage beyond school. Each of these two different templates has options for one or three pictures to be added and all come in a range of colours.

These guidance notes offer examples of what can be added to each section of the About Me/More About Me documents. This is not an exhaustive list. Please feel free, as part of the co-production process, to add to each section what you have agreed together is appropriate and relevant.

It is recommended for an About Me profile to be updated twice a year or more often if there are significant changes in a child or young person's likes, interests or needs.

For support in completing an About Me document, the following can be contacted:

- A class teacher
- A Special Educational Needs Coordinator
- A health professional that you know best (for example, an Occupational Therapist, a Speech and Language Therapist, a Special Needs School Nurse)

At the bottom of the More About Me page of each template there is a tickbox, which can be ticked to show that you are happy for the About Me profile to be shared with other services on your behalf, as appropriate. Please leave this box unticked if you would prefer for the About Me profile not to be shared.

## About Me - Guidance Notes for Each Section

### My Likes

This is a chance for the child or young person to share what matters to them. This is important information for others to know about. This could include people (friends, family members, teachers, health professionals), hobbies, interests, likes and what is important to them.

#### Examples

- I like bubbles
- Chewing on my chewy tube
- I like my fidget toy
- I love to run around outside
- I have a cat called Colin
- I like to listen to music, my favourite is Katy Perry
- Dance club is my favourite thing to do
- Riding my bike
- Jumping on the trampoline
- Being around animals like snakes and other reptiles
- My favourite show on TV is the “Good place”
- I love my sister and like it when she plays peekaboo with me
- I see my Nana every week
- My family is important to me
- I like my personal space
- I like quiet spaces
- I like to sit with my friend

### My Strengths

This is where to include those things that the child or young person is good at, likes to spend time doing or things that other people might like, appreciate or admire about them.

#### Examples

- I love to smile at people
- I can track my mum around the room
- I can move in time to music
- I’m good at looking for and reaching for my shiny toy from a choice of two
- I can pass a toy from one hand to the other
- I can hold a spoon to eat and take it to my mouth to eat
- I’m a good climber
- I make friends easily
- I stay on my chair at circle times
- I can do jig-saw puzzles
- I really like video games and I’m really good at them, especially Minecraft
- I’m good at helping other people
- I got a great report on my work experience at a garden centre

### Everyday Information

This is where to include information about how the usual everyday activities are for the child or young person - for example getting around and mobility, going to the toilet, seeing, hearing, eating & drinking and getting dressed.

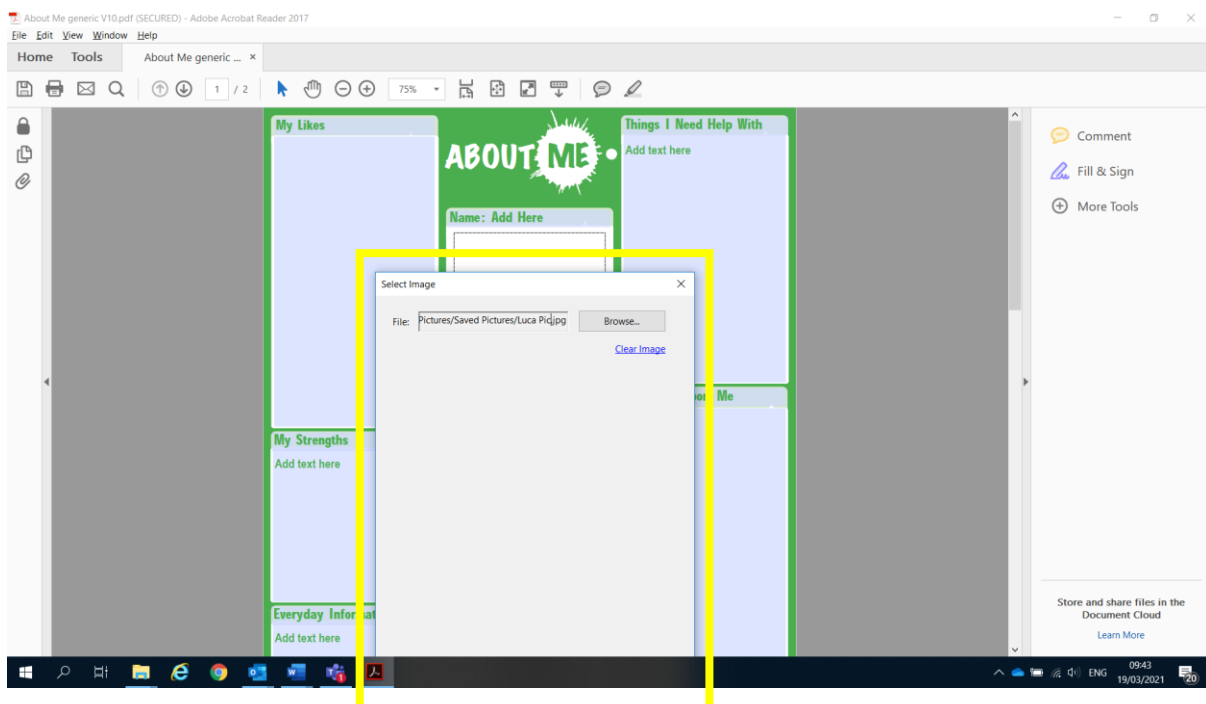
## Examples

- I can stand up on my own
- I use a standing frame
- I need to be changed regularly
- I can use a symbol to tell you when I need the toilet
- I need grab rails in the toilet
- My food needs to be mashed up and I use a straw to drink
- I can open my own snack
- I need to be warned about changes in routine.
- I am visually impaired and need communication cues to help with eating
- I have a hearing impairment, please face me so I can see your lips when you are talking to me
- I wear ear defenders when I am out
- I can listen better if there is less background noise
- I follow a sensory programme
- I travel to school on the bus independently

## Name and Picture

Here is where to put the child or young person's name, including what they like to be called and a picture. This could be a picture of the child or young person or if preferred it could be a picture of something the child or young person enjoys.

By clicking the picture space, a pop-up box will appear, which looks like this:



You can then browse for any saved JPEG image and double click on the file. The image should then be automatically resized and added to the box.

## Keeping Me Safe and Well/My Medical Needs

This is the place for including all essential and important medical information, and any other information which anybody working with the child or young person should be aware of to keep the child or young person safe and well.

This should include information on asthma, diabetes, epilepsy, allergies, respiratory conditions and breathing equipment, and any other medical condition, which may require medical care at short notice. It should also include things like swallowing risks or risks around roadside safety for example.

For some children, this box may not be required – if this is the case you can write ‘I have no specific medical or other safety needs’.

### Examples

- I am asthmatic and use an inhaler
- I have diabetes and need to monitor my blood sugar levels
- I am allergic to nuts and carry an EpiPen
- I need to wear my glasses when I am writing or reading
- I am uncomfortable in noisy places like roads and might try to run away
- I need to spend an hour every day in my standing frame
- If I'm in pain or not well I might cry out and sound wheezy
- I need close supervision from people who recognise my seizures and give appropriate 1<sup>st</sup> aid
- I need to be repositioned regularly to prevent sores
- I am fed via a PEG
- I have a tracheostomy
- I have an unsafe swallow and one swipe of taste to my lips only
- All my drinks need thickening
- I have a hand splint

## How I Communicate/My Communication

How we communicate is very different from person to person. It can be with or without words. It is important to know how a child or young person communicates, prefers to communicate and how they want others to communicate with them and how they want to be involved in decision making.

### Examples

- I am non-verbal, but you can tell a lot about how I feel from the sounds I make
- I will smile and giggle when I am happy.
- I will take your hand and lead you to what I want
- I will take your hand to help me operate a toy



- If I am biting my pencil it means I am upset or anxious about something, please ask me if everything is okay
- I lip read so I need to see your face when you are talking to me
- I use PECS cards, please help me use them when I am communicating with you
- I have a communication book
- To help me choose you can hold 2 objects and I will pick one
- Please ask me if you are not sure what I am saying, I am happy to repeat it
- If I am covering my ears with my hands, I am letting you know it is too loud for me
- Use Makaton signs and words when you talk to me
- I use “Talking Mats” to let you know about what I like and dislike

### Things I Need Help With

Here is where to list those areas where the child or young person needs some help. This could include eating and drinking, going to the toilet, posture, getting around, communication, crossing roads and keeping safe outside, calming down and getting ready to work.

#### Examples

- Moving from one activity to another
- At mealtimes I need help to drink water, cut up my food and load my spoon.
- I need to be reminded to go to the toilet regularly
- I need to have a regular break after each activity I do
- Remind me to wear my glasses for reading from the whiteboard
- I need someone to link me when I am walking outside
- I have difficulty concentrating, so please help me keep on task
- Keep instructions short and simple
- Writing frames help me organise my work
- I need help with my shoes and socks

### How to Support Me/My Support Needs

It is important for the child, young person or a carer on their behalf to share how they like to be supported. List the things that make a real difference to the child or young person’s life. This can help a child or young person to stay safe, healthy and to access the all areas of their life in a way that makes sense for them.

It may be helpful to think about the different types of support the child or young person may need – i.e. support with:



- Understanding
- Physical needs
- Sensory needs
- Learning & concentration
- Emotions and being calm

### Examples:

- I like being able to choose, please give me two options to choose from
- Use pictures and stories to help me understand new situations
- Please give me time to think about a question
- I like to be sat near the front of the classroom
- I could sit on the outskirts of the group until I am ready to sit with everyone.
- Please let me know as soon as possible if there are going to be changes to my routine
- Use short sentences when asking me to do something and ask me to repeat it back to you
- Use my name to gain my attention and make sure you are at my eye level
- Use a total communication approach when working with me – objects of reference, speaking and gestures
- Use song prompts so I can join in and make a choice just like the other children
- I am visually impaired and see best when the room is light but need my special glasses if I go outside.
- I use a disco sit cushion
- I use a social story for certain social situations - for example, remembering to let others talk about their interests, turn taking, not standing too close to others etc

### My Future Plans

My future plans is where to include information for the future. This could include things like college, employment, volunteering, training or work experience for example, but can also include things like joining a social group, maintaining friendships, learning something new or gaining some independence.

### Examples:

- I am confident travelling to new places on the bus once I have had some travel training
- Please look at my vocational profile. This shows the kind of support I need at work.
- I want to go to university, but I'm not sure what course I want to do.
- I can manage my own money at the shops and in the canteen but need some help with paying bigger bills and budgeting.

- I need some support to help me keep in touch with my friends from school.
- I want to learn to swim/to play tennis.
- I want to have my own flat when I'm older.

### **More About Me (Page 2 of the document)**

The More About Me page of the profile should be used where more information is required for any of the sections in the About Me page. For example, if more information is needed for 'How I Communicate', the final line in this section on About Me should say 'Please see More About Me for more details'. 'How I Communicate' can then be written in the title of one of the boxes on More About Me and the extra information added.

The titles of the boxes for More About Me have been left blank as these will change depending on the individual child or young person.

### **Adding individual or family history or other information important for the child or young person and their family**

The More About Me page can also be used to add information about the child or young person's family history – '**Our/My Story**' and/or '**What you need to know about my ethnicity and culture**' for example.

#### **Example – 'Our Story/Our Family History'**

- My daughter was born and unable to swallow. When she got older this became acid reflux. She was always a very active baby and as a toddler could never sit still. At 4, she was diagnosed with a specific learning disability and at 6 was diagnosed with ADHD. She doesn't sleep well and is on medication (melatonin). I am waiting for an assessment to see if my child has a brain injury.