

## Child/ young person's contribution to the Annual Review of an Education, Health and Care plan



**Your views are really important.**

We would like to invite you to give us your views about your hopes for your future, what goals you may have, what is important to you, what helps you and anything else you may consider important.

**If you need help, please ask an adult to support you.**

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**If you are supporting a child/young person, please remember:**

- Child/young person's views can be gathered in different ways; this document provides guidance, but **questions should be adapted** to reflect the child/young person's age and any additional needs they may have
- One-page profile can be submitted instead of or in addition to this form if you have one
- Please ensure any words which are direct quotes are placed in speech marks
- If relevant, record the way in which the child or young person was consulted, how their views were recorded and by whom in the section at the end. It might be that you need to scribe for your child as they speak, they may prefer to draw their answers with some annotation, or perhaps Makaton signing is their preferred means of communication with adult as scribe.

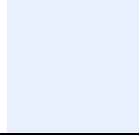
**Together with other information, your views will be sent to the local authority after the annual review meeting**

## About Me

Child/young person's name .....

DOB .....

Add a Photo or picture of yourself in here



**This is how I communicate:** Think about the ways in which you communicate (or prefer to communicate) with the people and environment around you both verbally through speech and/or sounds, and non-verbally for example through gestures, signing, facial expressions, tone of voice, eye contact, augmentative and alternative communication (AAC), other IT methods or drawings.

*Some examples:*

*I can have conversations with people using words without any difficulty but I find it difficult to look at people's faces or eyes*

*I use 3 or 4 Makaton signs and have just started to say the words 'muma' and 'dada'. I use PECS and can choose a picture out of a choice of 2 pictures when communicating what type of drink I would like.*

*I find it much easier to communicate on social media as it's a bit less personal.*

**Who and what is important to me:** What hobbies do you enjoy? What do you like to read/play/watch/eat? Do you have any favourite pets/family members/friends? Do you have a special toy or source of comfort?

It may be helpful to draw a series of concentric circles on a piece of paper:



put yourself in the middle circle, and draw/write the things or people that are important to you in the other circles around you, with the most important being close to you and the least important being furthest away. *Some examples:*

*My parents and grandparents (foster parents) are more important to me than anyone else. I also love being with my cat Sandy.*

*Mrs Hampson, Mr Tuckwell, and Mrs Easton are so important as they help me with my spellings and writing. My writing slope is also really helpful as it stops me from getting tired.*

*I look forward to seeing the Physiotherapist every week as she shows me new exercises to help me recover from surgery.*

**My Aspirations and goals:** It will be helpful here to think about your hopes, dreams and goals for the future. These can be long-term which means that they are way into the future, or they might be short term which means you might be thinking about what you would like to do within the next months, year or few years. It will be helpful to specify whether they are short term or long term.

*Some examples:*

*Before I leave Primary school, I'd like to have other hobbies apart from gaming.*

*By the time I am 25 years old, I'd like to live on my own and look after myself financially.*

*When I leave school, I'd like to go to college and learn to work with nursery children.*

*I'd like to play in a local football team before I'm 18 years old.*

**What people like and admire about me:** If you find this question difficult to answer, imagine you are someone else, someone close to you and think about what they might say about you if someone asks them the question 'what do you like about X?' or 'what characteristics do you most admire?' It might be helpful to ask those you know well or those whose opinion you trust what they like and admire most about you.

*Some examples:*

*People often say I am good at sport.*

*My nan tells me that I have nice hair and should be a hairdresser when I'm older as I'm good at doing other people's hair.*

*My teacher said in my report that I am kind to my friends.*

*People often say I try hard and that I am the best in the class at Maths. I'm really proud of this.*

**How I learn best:** Think about not only the people around you who might help you to learn, but also the provision (i.e. in a small group rather than a large class, through extra speech and language lessons, in a room which is not busy), the resources (i.e. pictures, Apps, writing frame, visual timetable) and/or equipment (a triangular pencil grip, a wobble cushion, a writing slope) that might help you to learn.

*Some examples:*

*I need to remember to wear my hearing aid and my glasses in all lessons otherwise I have no idea what is going on.*

*I understand things much better if I see them in pictures or photos, If the teacher spends a lot of time speaking I lose concentration.*

*I like teachers who understand me, like Mr Javid. He listens to what I say instead of telling me off.*

**What I can do to help myself:**

*Some examples:*

*Remember to pack my school equipment each night before school.*

*Do my exercises.*

*Ask for help when I need it.*

*Look at on-line courses to help me achieve my goal of becoming a car mechanic.*

**What helps me:**

*Some examples:*

*Sitting at the front of the class.*

*When the teacher says only one instruction at a time.*

*When I am given extra time to think about my answers.*

*My extra phonics lessons.*

*My Head of Year helps when she listens to my difficulties coping with my peer group.*

**What doesn't help me:** Think about a day when things have gone wrong. You might call this a 'bad day'. Think about why things might have gone wrong. Was there something that affected your mood? Were there any changes in that day compared with normal days? Was it a school day or a home day? Who or what was part of my day.

*Some examples:*

*If I miss breakfast in the morning I find it difficult to concentrate in the day.*

*If I've had a bad playtime, like if I've got into trouble, I can't think of anything else for the rest of the day.*

*If I get told off, I feel really sad and find it difficult to concentrate.*

*If there is a different teacher.*

**Please describe how the above views have been gathered** (for example, has the child or young person been able to complete this form independently or with additional help?)

The following symbol sheet may be helpful when trying to help a child/young person communicate or reflect on their own thoughts and feelings. For example, for the question 'What helps me?' the adult can point to the 'happy' picture and ask 'what makes you feel like this?'

