

# 'All about me' profile

## Child or young person's contribution to EHC processes

### I like (Insert symbols/pictures/photos/comments)

I really enjoy books and love to sit in the leisure area browsing through the bookcase looking for my favourite reads! I also enjoy drawing on the IWB, bouncing on the trampoline, riding the tri-cycle at playtimes and time in the sensory room. I love my horse riding sessions and swimming sessions at Carn Brea. My confidence has increased in both of these activities, which is something that I am really proud of!



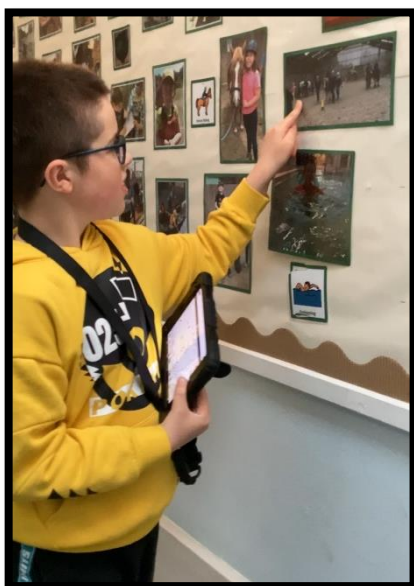
## What is important to me (Insert symbols/pictures/photos/comments)

My Dad, Mum and my twin brother are really important to me. I also love my guinea pigs and Rambo the dog who I sometimes look after!  
I enjoy working with all of the adults in class, especially Leigh and playing with my friends!  
My books and reading are really important to me! I like to have books with me all the time incase there is an opportunity to read a few pages!



## How I communicate (Insert symbols/pictures/photos/comments)

I use signs, symbols, gestures and I will use any visual support materials that I can access e.g. PECS choosing boards to communicate my needs and wants. I have a communication book at school and at home but my iPad (Talker) along with some vocalisations supported with Makaton signing have become my predominant methods of communication.



## What people like and admire about me

(Insert symbols/pictures/photos/comments)

- You have a cheeky smile & a lovely giggle!
- Your 'laid back, hand in pockets attitude'.
- Your knowledge of how to work the IWB & the technology devices that we have in class!
- Your excitement and the pleasure you show when celebrating an achievement.
- Your sense of fun!
- Your love of reading!
- You becoming our class School Council representative.
- You always try hard with the tasks presented and when you understand what you have to do there's no stopping you!
- Your independence and the desire to be as independent as possible.
- Your 'new' sounds and increasing vocalisations!
- Your increasing level of confidence and independence, both in and beyond the school setting.
- Your super swimming confidence and riding skills!



## How best to support me (Insert symbols/pictures/photos/comments)

- Encourage me to communicate my needs and wants to you through signing, gesture or using my iPad (Talker) rather than pre-empting what I want. Model how to create short sentences on my iPad (Talker) and the "I want \_\_\_\_" strip in the communication book.
- Encourage me to use my iPad talker more spontaneously during learning sessions.
- Encourage me to imitate words and sounds that you model to me in order to help to develop my speech.
- Give me time to process and respond to you.
- If you would like me to finish a preferred activity – give me plenty of warnings and count downs to support me – use the visual sand-timer.
- Be firm but fair with consistent rules from all, even when I am initially resistant to change and to instruction, with time I am able to accept differences and will follow the instruction given.
- Whilst I have a good general understanding of what is going on around me I need support with verbal and visual reminders when things are changing or finishing.
- Encourage and support me to play with my friends appropriately remembering to take turns, share and wait.
- Include and ensure that I have opportunities to play, explore and move about in between structured learning sessions.



## What are the most important things you think we should know about you?

- I am sociable, fun and love learning through fun, motivating activities – I have a brilliant sense of humour!
- I like to have regular movement breaks in between learning sessions, to help aid my focus and concentration.
- I like firm but fair rules & boundaries & will follow these during the school day.
- I need communication resources accessible to me at all times and may often need to be reminded to use them!
- I like structure and routine.
- Ensure I am looking at you before giving me information & allow me time to process the information so I can respond appropriately.
- My tolerance will reduce when I am tired and I can get upset very quickly.
- I am very observant & I always keep an eye on what is going on around me.
- I can copy undesirable behaviours & need to be told this is unacceptable to help me to stop copying.

### Please tick which ever declaration is appropriate

Name of child or young person: .....Igor.....

1	Has been able to record their own views	
2	Has been able to describe their views orally which I have written down	X
3	This represents my interpretation of my observations	X

Signature of child or young person	
Signature of helper	
Designation of helper	
Date of completion	

**Discussed with/copy sent to parent/s** (for all parents, if it is before the end of the academic year in which the young person turns 16), or if the young person aged 16+ wishes a copy to be shared

Date discussed	Date sent
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