SEND
0-25 years

About me:
A profile for young people with
special educational needs and disabilities.

Supporting information and guidance

Hertfordshire

Supporting Information and Guidance for Use

1. Background Information

The 'About Me' profile was developed by the Preparing for Adulthood Family Engagement Group. The group consisted of local authority representatives, parents of students with special educational needs and disabilities, representatives from all four FE colleges in Hertfordshire and teachers from four schools.

2. Purpose

The main purpose of this profile is to ensure that those who interact with a young person with SEND in an educational setting have the key information they need to do so appropriately and effectively. It is not intended to replace other documents, rather it is a condensed summary designed to provide a snapshot or overview of the individual.

3. Audience

The 'About Me' template can be used with young people with SEND across all settings i.e. schools and colleges, discrete and mainstream provision. Although it references 'young people', the content is not age specific and it could be used with children and young people of any age, whenever it is needed.

The profile has been designed for use in an educational setting, so it is anticipated that those who read it will be staff who work with the young person such as teachers, tutors and teaching assistants. It could also be useful for other staff who interact regularly with the young person in a wider context at school or college such as taxi drivers and catering staff. In such instances the content of the profile will need to be edited appropriately to ensure that it is fit for purpose.

4. Who should complete it?

The profile should be completed by the young person wherever possible, working with someone who knows him or her well. It will work best when key stakeholders (such as parent/carers and staff from the educational setting) work in partnership with the young person to develop it.

5.   Key principles and practice

5.1   Listen to the young person and capture his/her views
This profile should be completed by/with the young person wherever possible, and by those who know him or her well. It should clearly contain the young person's voice and capture their views about what is important to them, their aspirations, what they find difficult and how best to support them.

5.2   Wherever possible write in the first person using 'I'
Where the young person has contributed actively to the profile, we recommend using the first person, particularly for sections such as 'Let me introduce myself.' If a young person finds it hard to provide all the information required, you could indicate who has provided what in different sections, for example by stating 'young person's view', 'family view', 'teacher view' and so on.

5.3   Involve parents and families as appropriate

Parents know their son or daughter very well and so wherever possible and in keeping with the wishes of the young person, it is good practice for them to be involved in developing the profile. Clearly where a young person does not wish to have parental involvement, this must be respected.

5.4   Edit the template for different audiences and purposes

The profile is designed to provide a short and easily accessible summary of the young person's skills, difficulties and support needs. It is important that information is presented as succinctly as possible.

The profile should be adapted to suit different audiences and purposes. Versions for use in a classroom setting, for example are likely to focus on strategies relevant for teaching and learning, while versions for use with staff in other contexts, such as the canteen or taxi, might focus on communication and independence only. The guiding principle is on a 'need to know' basis so any irrelevant headings should be removed.

5.5   Keep it practical

In completing the profile, the focus is not on labelling and diagnosis, but on identifying what the young person finds difficult, the impact this has and the support strategies that work.

5.6   Review and update

Completed profiles should be reviewed and updated regularly to ensure that they remain accurate.

5.7   Use the profile to complement an Education, Health and Care Plan (EHCP)

The profile has been designed to complement and support the EHCP process, where relevant for the individual.

6. Guidance on completion

A copy of the 'About Me' template with supporting guidance on how to complete it can be found on pages 5 to 7. The template is for use with all young people with SEND which inevitably means that not all sections will be relevant to all individuals so please delete/amend headings and sections as appropriate.

A blank Word version of the 'About Me' template can be found [here](#).

Further completed profile examples can also be found [here](#).

About me: (Insert name)

My date of birth: (Insert)

Include things that are important to the young person and that are written by them or with them wherever possible. You might include: ▪ family, friends, pets ▪ interests and hobbies ▪ likes ▪ whether they travel to school or college independently. Depending on the audience and purpose it might be useful to include an indication of maths/English/ literacy/numeracy level.	The photo should be chosen by the young person wherever possible, and if not, by those who know them well. The photo should be clearly recognisable as them, and as much as possible, reflect their personality/what is important to them. The aim is to support those who work with the young person to relate to them as an individual.

Important people in my life

List here any key family members and their relationship to the young person, along with any pets or friends that are of importance to their daily lives.

What I am good at/my strengths

Capture a range of skills – practical, artistic, academic, physical and personal and social that the young person is good at and that motivates them. The aim is to capture the nature and personality of the young person.

Things I want to get better at/hopes for the future

This section covers short term priorities the young person has as well as longer aspirations for the future. It could include:

- skills which are important to the young person and that they want to develop as they are key to their personal happiness - examples might include learning to travel, making friends, living independently
- the sort of work they would like to do/career aims
- any aspects of their learning that they want to improve.

My specific learning difficulty

If the young person has a diagnosed learning difficulty or condition you may want to mention it here. Mention also any specific issues they may have with literacy or numeracy.

How you can help me	How I can help myself
Capture here some general tips for those who will support and interact with the young person regularly, it should include the essential things someone needs to know. Page 2 provides more specific areas that the young person may need assistance with.	A key area of learning is enabling the young person to do as much for themselves as possible. This might for example involve them in developing strategies to help themselves manage certain challenges. Work with the young person to identify here what they can do for themselves on a day to day basis to address some of the difficulties identified and /or to support progress in the things they want to do better in the future.

About me: (Insert name**)**   **My date of birth:** (Insert)

What I find difficult	How you can help me
This template is designed for use with all young people with SEND, therefore inevitably, the content of this will vary from young person to young person according to their level of need. Below are possible areas of need that a young person may want identified in their profile. The list is not exhaustive, and individuals might identify other things. Feel free to add and/ or amend rows and headings to personalise the profile.	Include key strategies for support here. If there is an additional and more detailed support plan, such as a behaviour, personal care or communication support plan, it should be referenced here and listed in the **'Additional supporting documents'** section at the end of the profile. Wherever possible try to link the support strategy in this column to the identified difficulty mentioned in the left-hand column.
Communication and social interaction This could include expressive and receptive communication skills (speaking and listening) as well as interaction with others. Therefore, it might include behaviour, managing emotions and/or friendships and relationships. Capture **what impact** this has on the young person.	**Communication and social interaction** What specific strategies will help the young person address these difficulties?
Self-help/independence A key area of learning is enabling the young person to do as much for themselves as possible. You could mention here any particular targets they are focusing on improving but find challenging, for example concentration, asking for help, awareness of 'stranger danger', travel training.	**Self-help/independence** What specific strategies will help the young person address these challenges?
Sensory and/or physical needs Mention here if the young person has sensory needs such as hearing loss and/or visual impairment or any sensory processing difficulties. Many young people, including those with autism, experience sensory difficulties with noise or bright lights. Mention also any specific physical difficulties. Focus on identifying the specific impact this has on the young person and their ability to learn.	**Sensory and/or physical needs** What specific strategies will help the young person address these difficulties? Include here any implications for the way that the learning environment will need to be set up.
Particular dislikes/ triggers that create additional stress and anxiety Does the young person experience high levels of stress and anxiety which are triggered by specific events e.g. dogs, noise, thunder, unstructured time, delays? Capture here any specific triggers and how they impact on the young person.	**Particular dislikes/ triggers that create additional stress and anxiety** What specific strategies can be used to support the young person if a trigger has been activated?

Guidance on how to complete this profile can be found at: www.hertfordshire.gov.uk/aboutme

About me: (Insert name**)** My date of birth: (Insert)

Health and medical needs

Specific medical condition(s)
Record here any medical conditions that those working with the young person need to be aware of. Any medication to be taken during learning hours should be identified here.

Significant risks such as food allergies, epilepsy or diabetes to be flagged in red.

Epilepsy: Yes/No   **Emergency Meds: Yes/No**

Known allergies	**Additional notes**

Meal times

Eating methods/equipment	**Dietary requirements**
Support requirements	**Recreation requirements**

Personal care needs

Level of supervision (x as appropriate)

Independent	Dependent	
Independent with supervision		

Independence notes
This section will not be relevant for the majority. If the young person does need personal care a specific care plan should be in place and can be listed below in the additional supporting documents as appropriate

Include here only the essential things someone who interacts with the individual regularly may need to know. e.g. support with toileting.

Additional supporting documents (x as appropriate)

Communication Passport		Moving and Handling Risk Assessment	
Anxiety Plan		Individual Risk Assessment	
EHCP		MOVE Programme	
Personal Care Plan		Other (please specify)	

Guidance on how to complete this profile can be found at: www.hertfordshire.gov.uk/aboutme

About me: (Insert name**)**　　　　　　　　**My date of birth:** (Insert)

Examination access arrangements (x as appropriate)

Examination access arrangements are applied for by educational organisations on behalf of students with special educational needs, disabilities or temporary injuries. They include requesting modified question papers, extra time and permission for an individual to sit an exam in a separate room. Indicate below whether such arrangements have been successfully applied for and used by the young person.

Yes	
No	

Form completed by: …………………………………

With the help of:　…………………………………

Date:　…………………………………