**My Child – an overview**

* This document can help you bring important information about your child together in one place.
* You can use it when you are filling out forms, asking for help or talking to professionals who do not know your child. That could be for things like assessments, completing a Disability Living Allowance form or asking for an ASC assessment for your child.
* You might find it helpful to fill out a new form each year or update the form each year, being clear what is new information. That way you will have a great record of what happens year to year, which you can refer to when you need it.
* The boxes will get bigger as you type in them.

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| **Child’s name** |  |
| **Date** |  |

**Health information**

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| **NHS Number** |  |
| **GP name and address** |  |

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| **Important medical history – dates and details**  **Example – Glue ear, lots of ear infections, grommets operation June 2017** |
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| **Any diagnosis of health or other issues – dates and details**  **Example – ADHD, September 2022, Dr Jones Paediatrician at The Royal Infirmary** |
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**Education information**

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| **Current day-to-day nursery, school or college contact (name and email/phone number)** |
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| **Current SENCO (name and email/phone number)** |
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**Nursery, school or college details**

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| **Name of school etc** | **Date started and left** | **SENCO** | **Contact details** |
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**If your child has an EHC plan**

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| **SEND Statutory team case worker – name and contact details** |  |
| **Date EHC plan was issued** |  |
| **Date of most recent review** |  |

**Professionals involved**

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| **Name and role** | **Date involved** | **Contact details** |
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**Assessments**

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| **Date** | **Who did the assessment?** | **What it was for** | **Main findings** |
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**Your child’s aspirations and strengths**

**Hopes and dreams (aspirations)**

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| **Your child’s hopes and dreams**  **Example: To play cricket, to work with horses, to have friends, to run fast** |
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| **Your hopes and dreams for your child or young person**  **Example: for them to live independently, have good relationships, to learn to read** |
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| **What is important to your child?**  **Example: playing Xbox, the dog, seeing grandpa every weekend, dancing** |
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| **What is important for your child?**  **Examples: To do some exercise every day, to learn to touch type, to be able to communicate** |
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**Strengths and things they are good at or enjoy**

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| **Examples: determined, honest, loyal, good singer, an enthusiastic football, can follow two-part instructions, can get dressed without help** |

**Your child’s needs**

**Challenges (needs) and things your child finds difficult** (You’ll find examples at the end of the form)

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| **Challenge/need**  **Example: Finds it hard to talk about feelings and that can lead to frustration and hitting out.** | **When you first noticed it or how long it has lasted**  **At least the last 2 years** | **How often does it happen**  **Almost every day** |
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| **A child’s need can be grouped together in four different areas of Special Educational Need (see below).**  Most children have a main (primary) area of need, but may also have needs on one or more other areas. You can find out more about each area on our website: [devonias.org.uk/information/about-send/the-different-areas-of-special-educational-need-sen](https://devonias.org.uk/information/about-send/the-different-areas-of-special-educational-need-sen) | |
| **Communication and Interaction**  How your child communicates with others, their relationships and social skills.  Examples: speech and language difficulties, autism, difficulties understanding social rules. |  |
| **Cognition and Learning**  How your child learns and thinks. Examples: reading and writing difficulties, dyslexia, difficulties with memory, organisation and planning. |  |
| **Physical and Sensory**  Physical and sensory things (over/under sensitive senses such as hearing) that could make it more difficult for your child to learn in a usual school environment. Examples: hearing or visual impairment, physical disability, sensory processing disorder. |  |
| **Social, Emotional and Mental Health**  Examples: severe anxiety, depression, eating disorders, attachment difficulties and trauma. |  |
| **Your child’s main (primary) area of need** |  |

**Your child’s support - What have you tried and what has worked and what has not?**

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| **Type of support or adjustment**  **Example: Putting all her clothes out in the order she needs to put them on, so she can dress herself.** | **Date**  **Starting school** | **Did it work well, in part or not at all?**  **Mostly works unless she gets distracted** |
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**Here are some examples of the kind of things that it can be helpful for professionals to know about your child, their needs and their behaviour.**

* Jo plays well on her own, but she finds it very difficult to talk to or play with other children or to make friends.
* Thomas can concentrate for up to 10 minutes at a time. However, this can change depending on how tired he is, his mood, what he is doing and who he is with. He can get upset and anxious if he is asked to do something he hasn’t chosen or which he doesn’t like.
* Casey finds it very difficult to talk about her feelings. That can lead to her getting frustrated and then she sometimes hits out at other people.
* Maisie can find loud and busy places difficult and they make her very anxious. She finds lunchtimes hard.
* Ashley says what he wants mainly through pointing or getting upset. He doesn’t say words.
* Sam can’t read and write at all but he can flip pages of a book for you to read.
* Steve has a good memory and knows if he doesn't want to do something again.
* Ava can follow simple instructions like ‘get the hairbrush and bring it here’ but she couldn’t follow anything longer.
* Mia doesn't understand social rules at all and she often falls out with other children because of it.
* Harly struggles with new things, like new people, places or activities. He needs mum or dad to be there with him and can take a long time to feel comfortable with something.
* Archie does not like loud noises.
* Paul is sensory with feet and hands. He struggles with socks, shoes and textures. He doesn't like hats and hoods. He likes sand, water, leaves, chippings and ripping paper.
* Claire walks on her tip toes. She has physio for this.
* Dexter will only eat certain foods. He will eat soft foods that don’t take much chewing but will not eat anything crunchy or chewy.
* Toby takes a long time to get to sleep. It can take hours to settle him.
* Demi has no fear and twice she has run towards the main road, so the door has to be kept locked at all times. Outside she runs towards dangerous situations such as water.
* Rose does things like flapping her arms, jumping and bouncing, spinning, making noises like squealing.
* Robbie has a lot of energy and is always on the go, climbing things, jumping and fidgeting.