All about Me

Appendix 1A: Pathway 3 (Secondary)

Voice of the Young Person

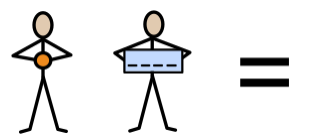
We use our Children’s and Young People’s Outcome Framework, below, to make sure that the support provided for you is having a positive impact on your life.

Children, Young People Outcomes Framework Image.
8 bubbles:
My Independence- There is a clear pathway supporting me to be as independent as I can
My Voice- I am listened to and understood
My Future- I have a choice about my future
My Health- I am as health as I can be
My Learning- I am the best that I can be at school, college or work
My Safety- I feel safe at home and out and about
My Community- I can do things I like in my local area
My Quality of Life- I am happy and enjoy life

This is your chance to tell everyone supporting you what is going well, and what needs to change, in order to help you reach your full potential. The following questions will help us to understand more about you, and your views about your life.

This form can be printed off, to add your own ideas and thoughts in the blank grey boxes, if you would like. An adult can read for you, and /or write your answers for you, if you would like help; and you can break it down into smaller parts, if you don’t want to complete it all at once. Alternatively, this form can be completed electronically, using the text boxes to add typed comments and /or selecting thoughts and views using the tick boxes  provided.

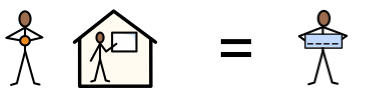
**Please use the information gathered through Pupil Voice to inform the Annual Review Meeting in terms of Outcomes and Provision.**

My name is:

Click or tap here to enter text.

Click or tap here to enter text.

My school/setting is called:



|  |
| --- |
| This information was provided by:  Please select the relevant statement below to represent how the child’s views were gathered to complete Appendix 1A: |

|  |  |
| --- | --- |
| Child/ Young Person’s views were captured by completion of this form and through observations and discussions with the child, their parent(s), carer(s) and relevant professionals. |  |
| The Child/Young Person’s was able to take part in developing their Education, Health and Care Plan (EHCP) by contributing their wishes and aspirations with their parents (s) and the professionals working with them. |  |
| Due to their severe and complex needs, the child/young person is unable to express their views directly. Therefore, their views have been provided by the child’s teacher and parent/carer. |  |

Date of completed form:

Click or tap to enter a date.

Picture, drawing, or photo of me (*optional):*



|  |
| --- |
| My aspirations (goals) for the future:  **My Future**    An image of a picture showing aspirations or goals for the young person of what they would like to accomplish in the future. Please use the text boxes below to record what their next steps would be and I want they would to be able to do in the near future. |

|  |  |  |
| --- | --- | --- |
| This year, I want to get better at: | Please use the text box to explain what the young person wants to get better at this year to accomplish their goals for the near future. | Please use this box to draw / type / write any of your ideas: |
| When I grow up, I would like to be: | Please use the text box to explain what the young person would like to be when they grow up. You can include examples of jobs. | Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| My aspirations (goals) for the future:  **My Future**    An image of a picture showing aspirations or goals for the young person of what they would like to accomplish in the future. Please use the text boxes below to record what their next steps would be and I want they would to be able to do in the near future. |

|  |  |  |
| --- | --- | --- |
| What sort of work would you like to do?  *(It is okay to say you are not sure.)* | Please use the text box provided to state what sort of job the young person would like to have when they are older. | Please use this box to draw / type / write any of your ideas: |
| What skills or training would you need? | Please use the text box to state what skills or training the young person may need in the future to accomplish their goals for their future. | Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| I am working towards Independence, by:  **My Independence**  On this page, the examples given are suggestions as to how the  young person is working towards their independence. |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing the young person understands how to use or set an alarm clock. | An image of a picture showing the young person is able to attend their lessons on time and independently. | An image of a picture showing that the young person understands the importance of knowing their telephone number and address. | An image of a picture showing that the young person recognises when they need help, and being able to ask for it, appropriately. |
| Learning how to use / set an alarm clock | Getting to my lessons on time, independently | Knowing my telephone number and address | Recognising when I need help, and being able to ask for it, appropriately |
| An image of a young person showing that they understand they need to complete homework tasks and handing them in on time, without reminders. | An image of a picture showing the young person is able to travel to and from school, independently. | An image of a picture showing that the young person understands how to use public transport, with support. | An image of a picture showing the young person understands to the importance of returning home by an agreed set time. |
| Completing homework tasks and handing them in on time, without reminders | Travelling to and from school, independently | Learning to use public transport, with support | Returning home by an agreed set time |

|  |
| --- |
| I am working towards Independence, by:  **My Independence** |



Please use this box to draw / type / write any of your ideas:

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture to show that the young person is working towards their independence by making plans with friends, and carrying them out, independently. | An image of a picture to show the young person is working towards their independence by taking responsibility for their own equipment. For example their laptop, phone, school equipment, books, etc.) | An image of a picture to show that the young person is working towards their independence by taking responsibility for household jobs. For example by  changing batteries or light bulbs, tidying their bedroom. | An image of a picture to show that the young person is working towards their independence by having their equipment ready for school, without reminders. For example, their PE kit, ingredients for cooking. |
| Making plans with friends, and carrying them out, independently | Taking responsibility for my own equipment  *(e.g., laptop, phone, school equipment, books, etc.)* | Taking responsibility for household jobs  (*e.g., changing batteries or light bulbs, tidying my bedroom.)* | Having my equipment ready for school, without reminders  (e.g., PE kit, ingredients for cooking, etc.) |

|  |
| --- |
|  |

|  |
| --- |
| How I communicate best:  **My Voice**    The images on this page show different ways in which the young person prefers to communicate to others. |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing a young person preferring to communicate by talking. | An image of a picture showing how the  young person prefers to communicate by signing. | An image of a picture showing how the  young person prefers to communicate by using symbols or visual aids. | An image of a picture showing how the  young person  prefers to communicate by using communicative aids. |
| Talking | Signing | Using Symbols | Augmentative Communication Aid |
| An image of a picture showing that the young person prefers to communicate using emails. | An image of a picture showing that the young person prefers to communicate through texting on their mobile devices. | An image of a picture showing the young person prefers to communicate using a virtual platform. | An image of a picture showing how the  young person  prefers to communicate by  reading Braille. |
| Email | Texting | Virtual Platform | Reading Braille |

|  |
| --- |
| Communication:  **My Voice**    The images on this page show different ways in which the young person prefers to communicate to others. |

|  |  |
| --- | --- |
| Who listens to me, at home?  Please use the text box to write or type about who lives at home with the young person. | Please use this box to draw / type / write any of your ideas: |
| Who listens to me, at my school, or in my setting?  Please use this text box to write or type who listens to the young person at school or in the setting. | Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| To keep myself healthy, I:  The examples on this page show different ways that the young person can keep themselves healthy. |

**My Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing the young person keeps themself healthy by spending time outside each day. | An image of a picture showing that the young person is able to tell someone when they feel unwell. | An image of a picture showing that the young person can keep themself healthy by keeping their screen-time within healthy limits. | An image of a picture showing the young person knows how to call 999/111 to look after myself, or someone else. | An image of a picture showing that the young person understands how to stay physically active keep healthy. |
| Spend time outside each day | Tell someone when I feel unwell | Keep my screen-time within healthy limits | Know how to call 999/111 to look after myself, or someone else | Stay physically active |
| An image of a picture showing the young person understands the importance of staying hydrated. | ~~An image of a picture showing that the young person understands that they need to eat a variety of food to keep healthy.~~ | An image of a picture showing that the young person understands that they need to take prescribed their medication according to the prescription. | An image of a picture showing that the young person is able to attend health appointments; such as GP, dentist, and opticians. | An image of a picture showing that the young person understands the importance of recognising the amount of sleep they need. |
| Stay hydrated | Try to eat a variety of foods | Take prescribed medication according to the prescription | Attend health appointments, such as GP, dentist, and opticians | Understand and ensure I have the amount of sleep I need |

|  |
| --- |
| To keep myself healthy, I:  **My Health**    The examples on this page show different ways that the young person can keep themselves healthy. |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture to show the young person understands when they need to see a doctor and how the doctor can help them. | An image of a picture showing that the young person understands what puberty is, and the changes to male and female bodies. | An image of a picture showing that the young person knows how to access support for mental health and wellbeing. | An image of a picture showing the young person is able to manage their own personal hygiene. For example wash daily, wear deodorant, brush teeth. |
| Know when I need to see a GP, and know what the GP can help me with | Understand what puberty is, and the changes to male and female bodies | Know how to access support for mental  health and wellbeing | Manage my personal hygiene (wash daily, wear deodorant, brush teeth, etc.) |

|  |
| --- |
| Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| The best way for me to learn, is:  **My**  **Learning**    The images on this page show the different ways in which the  young person prefers to learn. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing the  young person's best way of learning through visual images or pictures. | An image of a picture to show the young person's best way to learn through  hands- on, practical learning. | An image of a picture showing the young person's best way to learn by listening. | An image of a picture showing the  young person's best way to learn is through using the outdoor space. | An image of a picture to show the young person's best way to learn is from project-based activities. |
| Visual | Kinaesthetic (practical, hands-on, doing things) | Auditory | Out-door | Project-based |
| An image of a picture showing that the young person prefers to learn  through online learning platforms. | An image of a picture showing the  young person's best way of learning is through their special interests. | An image of a picture showing the young person's best way to learn is through watching videos. | An image of a picture showing the young person's best way to learn is through learning life skills. | An image of a picture showing that the  young person learning by working towards and achieving their EHCP outcomes. |
| Via online learning platforms | Special interest-based | Watching Videos | Life Skills-based | Working towards and achieving my EHCP outcomes |

|  |
| --- |
| Adults can help me, by:  **My**  **Support**    The images on this page show the different ways in which adults can provide support to the young person in their educational setting. |

|  |  |  |
| --- | --- | --- |
| An image of a picture showing that adults can help me by reading my communication passport to me. | An image of a picture showing that adults can provide the young person with preparation for change. For example, a change of supply teacher or classroom. | An image of a picture showing that adults can support the young person by providing alternative methods of recording. |
| Reading my communication passport | Providing me with preparation for change (e.g., a supply teacher or room change) | Providing alternative methods  of recording |
| An image of a picture showing how adults can support the young person by providing them with subject-specific, visual vocabulary banks. | An image of a picture showing that adults can provide support for the young person by minimising tasks which require copying from the board, providing copies of PowerPoints or resources to highlight / annotate, where possible. | An image of a picture showing that adults can provide the young person by teaching them active strategies for revision. |
| Providing me with subject-specific,  visual vocabulary banks | Minimising tasks which require copying from the board; providing copies of PowerPoints or resources to highlight / annotate, where possible | Teaching me active  strategies for revision |

|  |
| --- |
| The images on this page show the different ways in which adults can provide support to the  young person in their educational setting.Adults can help me, by:  **My**  **Support** |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that adults can help the young person by ensuring worksheets use colour-coding and are not too visually ‘busy’. | An image of a picture showing that adults can help the young person by providing regular emotional check-ins with a key adult, to resolve issues and monitor their wellbeing. | An image of a picture showing that adults can support the young person by providing them with an exit card and safe space to access, if they am feeling anxious or overwhelmed. | An image of a picture showing adults providing the young person with support for exam access arrangements. |
| Ensuring worksheets use colour-coding and  are not too visually ‘busy’ | Providing regular emotional check-ins with a key adult, to resolve issues and monitor my wellbeing | Providing me with an exit card and safe space to access, if I am feeling anxious or overwhelmed | Providing me with exam access arrangements |

|  |
| --- |
| Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| I feel safe at school:  **My**  **Safety** |



|  |  |  |
| --- | --- | --- |
| An image of a picture showing a  green tick to select Yes. | An image of a picture showing a red cross to select No. | An image of a picture showing a question mark, red cross and green tick to select Unsure. |
| Yes | No | Unsure |

|  |
| --- |
| Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| Keeping myself safe:  **My**  **Safety**    On this page, it asks two questions. The first question is Who can help me at home? The second question is Who can help me at School? |

|  |  |
| --- | --- |
| Who can help me at home?  An image of a picture showing who can help the child or young person at home. | Who can help me at school?  An image of a picture showing who can help the child or young person at school. |
| Please use this box to draw / type / write any of your ideas: | Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| I would like adults to help teach me to keep safe, by:  **My**  **Safety**    On this page there are suggested examples as to how adults can help teach the young person how to keep safe. |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture to show how adults can help to support the young person to engage with services that support them. For example Therapies and Social Worker. | An image of a picture showing adults helping to keep the young person safe by teaching them the difference between  healthy and unhealthy relationships. | An image of a picture showing adults supporting the young person to keep safe by enabling them to understand their rights, and have confidence to say no to things they don’t feel comfortable with. | An image of a picture showing that adults can support the young person to ensure they have a trusted adult they can talk to about things which worry them. For example parents, carers or setting staff. |
| Supporting me to engage with services which support me (e.g., Therapies, Social Worker, etc) | Teaching me the differences between healthy and unhealthy relationships | Enabling me to understand my rights, and have confidence to say no to things I don’t feel comfortable with | Ensuring that I have a trusted adult I can talk to about things which worry me  (parents, carers, setting staff) |
| An image of a picture showing how adults can support the young person by teaching them strategies to cope with different emotions, other than using verbal or physical aggression. | An image of a picture to show that adults can support the young person by making sure they know which behaviours are appropriate, in their relationships. | An image of a picture showing how adults can support the young person by teaching them how to stay safe online. | An image of a picture showing how adults can support the young person by teaching them how to stay safe in the community. |
| Teaching me strategies to cope with different emotions, other than using verbal or physical aggression | Making sure I know which behaviours are appropriate, in my relationships | Teaching me how to stay safe online | Teaching me how to stay safe out in the community |

|  |
| --- |
| I would like adults to help teach me to keep safe, by:  **My**  **Safety** |

|  |  |  |
| --- | --- | --- |
| An image of a picture showing how adults can keep teach the young person to stay safe by ensuring that they have a trusted adult they can speak to and outside of their home. | An image of a picture showing how adults can support the young person to stay safe by teaching them what to do if they think they are being bullied. | An image of a picture showing how adults can keep a young person safe by enabling them to have a social life they feel happy with, so they don’t feel isolated. |
| Ensuring that I have a trusted adult I can speak to, outside my home, if I have worries about relationships at home | Teaching me what to do if I think I am being bullied | Enabling me to have a social life I feel happy with, so I don’t feel isolated |

|  |
| --- |
| Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| Outside of my school or my setting, I enjoy:  **My**  **Community**    The images on this page show examples of hobbies and interests the  young person enjoys outside of their school or setting. |

|  |  |  |
| --- | --- | --- |
| An image of a picture showing that the young person enjoys using social media. | An image of a picture showing that the young person enjoys going to the cinema. | An image of a picture showing that the young person enjoys going bowling. |
| Social Media | Cinema | Bowling |
| Listening to or playing musicAn image of a picture showing the young person enjoys listening to and/or playing music. | An image of a picture showing that the young person enjoys going shopping. | An image of a  picture showing that the young person enjoys going to theme parks. |
| Listening to / Playing Music | Shopping | Theme Parks |

|  |
| --- |
| Please use this box to draw / type / write any of your ideas: |

|  |
| --- |
| The images on this page show examples of hobbies and things the young person enjoys outside of their school or setting.Outside of my school or my setting, I enjoy:  **My**  **Community** |

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing the young person enjoys going to a youth club. | An image of a picture showing the young person enjoys going to a sports club. | An image of a picture showing the young person enjoys participating in community projects. | An image of a picture showing the young person enjoys watching television. |
| Youth Club | Sports Club | Community Projects | Watching TV |
| An image of a  picture showing the young person enjoys playing video games. | An image of a picture showing the young person enjoys going to escape rooms. | An image of a picture showing the young person enjoys going to the gym. | An image of a picture showing the young person enjoys going to the theatre. |
| Playing video games | Escape Rooms | The gym | Theatre |

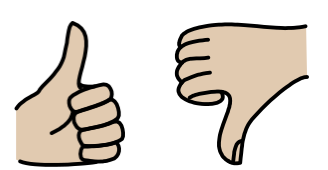
|  |  |
| --- | --- |
| Do you know how to find out about things to do, within the community? | Would you like help to take part in activities, within the community? |
| Yes  No | Yes  No |

|  |
| --- |
| My quality of Life:  **My Quality of Life**    On this page, the examples suggested show what makes the young person happy to improve their quality of life. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| An image of a picture showing that the young person has a comfortable and safe place to live | An image of a picture showing that the young person has daily activities which they enjoy. | An image of a picture to show that the young person is involved in a community. | An image of a picture to show that the young person has a trusted support network around them. | An image of a picture to show that the young person has a healthy lifestyle. | An image of a picture to show that the young person has a social life they feel happy with. |
| I have a comfortable and safe place to live | I have daily activities which I enjoy | I am involved in a community | I have a trusted support network | I have a healthy lifestyle | I have a social life I feel happy with |

At home, I am happy when I am with:

|  |  |  |
| --- | --- | --- |
| An image of a picture to show that at home the young person is happy with their family. | An image of a picture to show that at home the young person is  happy with their pets. | An image of a picture to show that the young person is happy being with their close friends. |
| My family | My pets | My close friends |



|  |
| --- |
| At my school or setting, overall: |

|  |  |  |  |
| --- | --- | --- | --- |
| My Setting: | An image of a picture showing a green tick to select Yes.  Yes  Yes | An image of a picture showing a Red Cross to select No.  No  No | An image of a picture showing I don't know.  I don’t know |
| **My Future –** I have a choice about my future.  An image of a picture showing that I have choice about my future. |  |  |  |
| An image of a picture showing that I have the right support to enable me to be as independent as I can be. **My Independence -** I have the right support to enable me to be as independent as I can be. |  |  |  |
| **My Voice -** I feel listened to.  An image of a picture showing that I  feeling listened to. |  |  |  |
| **My Health –** I have the right health support to enable me to be as healthy as I can be.  An image of a picture showing that I have the right health support to enable me to be as healthy as I can be. |  |  |  |
| **My Learning/Support** - I feel I have the right amount of support in my setting.  An image of a picture showing that I have the right amount of support in my setting. |  |  |  |
| **My Safety** - I feel safe.  An image of a picture showing that I feel safe in my school or setting. |  |  |  |
| **My Quality of Life- I am happy and enjoy life.**  My quality of life |  |  |  |
| **My Community** - I have a sense of belonging.  An image of a picture showing that I  have a sense of belonging in my community. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Not Applicable  An image of a picture to select Not Applicable as my annual review meeting has not happened yet. | Yes  An image of a green tick to select Yes that I have been included within my annual review meeting. | No  An image of a picture showing a red cross to select No I have not been included in my annual review meeting. | Not Sure  An image of a picture showing I dont know. I am not sure if my annual review meeting has happened yet. |
|  |  |  |  |

|  |
| --- |
| I have been included in my Annual Review meeting:  An image of a picture showing that i have been included in my annual review meeting.  Please select *Not Applicable* if their annual review meeting has not been held yet meeting (the annual review meeting is held within a year after the EHCP of its first issue or from the date of the last review). |

Anything else:



|  |
| --- |
| Comments: |