All about Me

Appendix 1A: **Pathway 4** (Post-16)

Voice of the Young Person

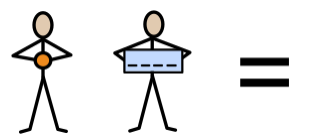
We use our Children’s and Young People’s Outcome Framework, below, to make sure that the support provided for you is having a positive impact on your life.

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.

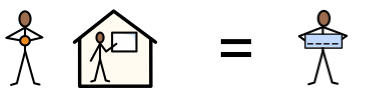
**Please use the information gathered through Pupil Voice to inform the Annual Review Meeting in terms of Outcomes and Provision.**

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:

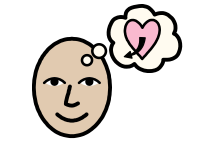
**Click/Tap here to select the relevant statement.**

Please select the relevant statement above to represent how the child’s views were gathered to complete Appendix 1A.

Date of completed form:

Click or tap to enter a date.

Photo of me (*optional):*

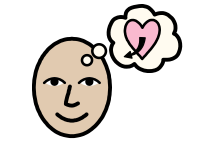
My aspirations (goals) for the future:

**My**

**Future**

|  |
| --- |
| My hopes for education and work (My short-term aspirations) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing the young person accessing support Social Care Day Services. | An image of a picture showing that the young person would like to progress from a level 1 course to a level 2 course. | An image of a picture showing the young person would like to progress from a level 2 course to a level 3 course. | An image of a picture showing that the young person would like to access a supported internship. | An image of a picture showing the young person would like to access an apprenticeship. |
| Social Care (day services) | Progress from a level 1 course to a level 2 course | Progress from a level 2 course to a level 3 course | Access a supported internship | Access an apprenticeship |
| An image of a picture showing that the young person would like to gain their A-levels. | An image of a picture showing that the young person would like to go to University. | An image of a picture showing the young person would like to gain access to voluntary employment. | An image of a picture showing that the young person would like access to paid employment. | An image of a picture showing the young person has other short- term aspirations which are not listed on this page. |
| Gain my A-Levels | Go to University | Access voluntary employment | Access paid employment | Other |

My aspirations (goals) for the future:

**My**

**Future**

|  |  |  |
| --- | --- | --- |
| What sort of work would you like to do? | An image of a picture asking the young person what sort of work they would like to do. | Comments:  Comments: |
| What skills or training would you need? | An image of a picture showing what skills or training the young person may need for the future. |  |
| Who would you like to live with, in the future; and where? | An image of a picture asking the young person who they would like to live with in the future and where. | Comments: |

I am working towards Independence, by:

**My Independence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| An image of a picture showing the young person is able to travel to chosen places independently. | An image of a picture showing that the young person is able to manage their money. | An image of a picture showing the young person able to make their own medical appointments. For example their doctor or dental appointments. | An image of a picture showing the young person is able to manage bills. For example their mobile phone bill. | An image of a picture showing the young person is able to complete forms and other documents. | An image of a picture showing the young person is able to prepare their own food. |
| Travelling to chosen places independently | Managing my money | Knowing how to make my own medical appointments  (doctor / dentist etc.) | Managing bills  (e.g. mobile phone) | Completing forms and other documents | Preparing my own food |
| An image of a picture showing the young person feels confident placing orders at a café or restaurant. | An image of a picture showing the young person understands how to claim their benefits. | An image of a picture showing the young person can manage their own time. | An image of a picture showing the young person is able to  present themselves at an interview. | An image of a picture showing the young person knows how to complete basic household tasks. For example put the washing machine on. | An image of a picture showing the young person is able to buy their own groceries at the local shop. |
| Feeling confident placing orders at a café or restaurant | Understanding how to claim my benefits E.g. PIP | Managing my own time | Knowing how to present myself at an interview | Knowing how to complete basic household tasks | Buying my own groceries at the local shop |

How I communicate best:

**My**

**Voice**

|  |  |  |  |
| --- | --- | --- | --- |
| 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**



|  |  |
| --- | --- |
| Who listens to me, at home?  Please use the text box to write or type about who lives at home with the young person. | Comments: |
| 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. | Comments: |

To keep myself healthy, I:

**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 |

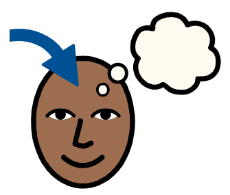
To keep myself healthy, I:

**My**

**Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing if the young person understands when they need to see a doctor and what the doctor can help with. | an image of a picture showing that the young person understands relationships, including sexual relationships. | An image of a picture showing the young person knows how to access support for mental health and wellbeing. | An image of a picture showing that the young person can manage their personal hygiene. For example by being able to wash daily, wear deodorant, brush teeth. | An image of a picture showing that the young person understands about masking and burn-out, and how to be kind to themselves. |
| Know when I need to see a GP and what the GP can help me with | Understand relationships, including sexual relationships | Know how to access support for mental  health and wellbeing | Manage my personal hygiene (wash daily, wear deodorant, brush teeth, etc.) | Understand about masking and burn-out, and how to be kind to myself |

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| --- |
| Comments: |

The best way for me to learn, is:

**My Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that adults can help the young person by reading to them their communication passport. | An image of a picture showing that adults can help the young person by preparing them for change. | An image of a picture showing that adults can help the young person by providing alternative methods of recording. | An image of a picture showing that adults can help the young person by providing regular emotional check-ins and check-outs, to resolve issues and monitor their wellbeing. |
| Reading my communication passport | Preparing me for change | Providing alternative methodsof recording | Providing regular emotional check-ins and check-outs, to resolve issues and monitor my wellbeing |
| An image of a picture showing that adults can help the young person by teaching them how to write key notes, to help with their main lesson. | An image of a picture showing that adults can help the young person by ensuring they recognise when they are feeling stressed or anxious. | An image of a picture showing that adults can help the young person by providing them with exam access arrangements. | An image of a picture showing that adults can help the young person by helping them to understand any  specific challenges they face, and helping them to advocate for themselves. |
| Teaching me how to write key notes, to help with my main lesson | Ensuring I recognise when I am feeling stressed or anxious and know what I can do | Providing me with exam access arrangements | Understanding the specific challenges, I face, and helping me advocate for myself |

I feel safe at school, college or in my setting:

**My**

**Safety**

**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 |

|  |
| --- |
| Comments: |

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?Keeping myself safe:

**My**

**Safety**

|  |  |
| --- | --- |
| 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. |
| Comments: | Comments: |

 I would like, adults to help me stay safe, by teaching me to:

**My**

**Safety**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that adults can support the young person to engage with the services that support them. For example Youth Support, Therapies, Social Worker. | An image of a picture showing that adults can help the young person to stay safe by teaching them facts about making informed choices about smoking, drugs an alcohol. | An image of a picture showing that adults can support the young person to stay safe by helping them to understand and identify the differences between healthy and unhealthy relationships. | An image of a picture showing adults can support the young person to keep safe  in sexual relationships. |
| Engage with the services that support me (e.g., Youth Support, Therapies, Social Worker, etc.) | Understand the facts, so I can make informed choices about smoking, drugs and alcohol | Understand and identify the differences between healthy and unhealthy relationships | Keep myself safe in sexual relationships |
| An image of a picture showing that adults can support the young person to keep safe by ensuring they have a trusted adult that they can speak to outside of their home. | An image of a picture showing that adults can support the young person with having a social life they feel happy with, so they don’t feel isolated. | An image of a picture showing that adults can support the young person to use strategies to cope with different emotions, other than verbal or physical aggression. | An image of a picture showing that adults can support the young person to understand that some people may try to exploit or groom them; how to recognise this, and what to do if this happens. |
| Know that I have a trusted adult I can speak to outside my home, if I have worries about relationships at home | Know that I have a social life I feel happy with, so I don’t feel isolated | Use strategies to cope with different emotions, other than verbal or physical aggression | Understand that some people may try to exploit or groom me; how to recognise this, and what to do if this happens |

 I would like, adults to help me stay safe, by teaching me to:

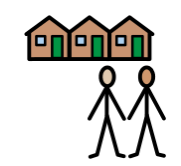
**My**

**Safety**

Comments:

|  |  |  |
| --- | --- | --- |
| An image of a picture showing that adults can keep the young person safe by teaching them to have the confidence to say no to things they don’t feel comfortable with. | An image of a picture showing that adults can help the young person to stay safe by providing them with a trusted adult they can talk to. | An image of a picture showing that adults can support the young person to stay safe by helping them to understand what is right and wrong in the community, and the Law. |
| Have confidence to say no to things I don’t feel comfortable with, and understand that I am entitled to change my mind | That I have a trusted adult I can talk to about things that worry me  (parents, carers, setting staff) | Understand what is right and wrong in the community, and the Law |

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Outside of my school or my setting, I enjoy:

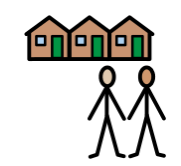
**My**

**Community**

Comments:

|  |  |  |
| --- | --- | --- |
| 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 |

|  |
| --- |
|  |

Outside of my school or my setting, I enjoy:

**My**

**Community**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that the young person enjoys going to festivals. | An image of a picture showing the young person enjoys going to a sports club. | An image of a picture showing that the young person is enjoying learning to drive. | An image of a picture showing the young person enjoys watching television. |
| Festivals | Sports Club | Learning to drive | 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. |
| Gaming | 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 |

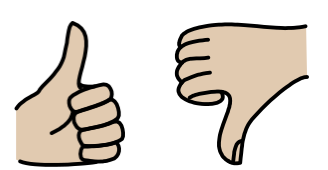
 Things that are good, in my life at school, college or setting:

**My 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, 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. |  |  |  |
| **My Independence -** I have the right support to enable me to be as independent as I can be.  An image of a picture showing that 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 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. |
|  |  |  |  |

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| --- |
| 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:



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| --- |
| Comments: |