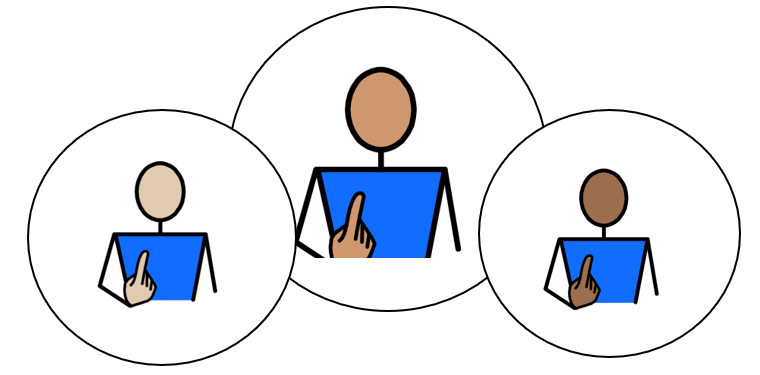
All about Me



Appendix 1A: Pathway 1

Voice of the Child / Young Person

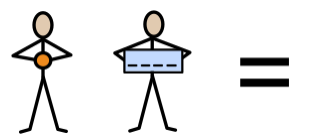
We use our Children’s and Young People’s Outcome Framework, below, to make sure that the support provided for you is having a positive impact on your life.

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.

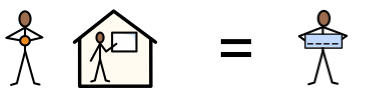
**Please use the information gathered through Pupil Voice to inform the Annual Review Meeting in terms of Outcomes and Provision.**

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.

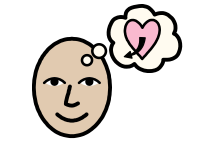
Picture, drawing, or photo of me (*optional):*



My aspirations (goals) for the future:

**My**

**Future**



|  |  |  |
| --- | --- | --- |
| The next steps for me would be to: |  | Comments: |
| I want to be able to: |  | Comments: |

I am working towards independence, by:

**My Independence**

|  |  |  |
| --- | --- | --- |
| An image of a picture showing how the child or young person prefers to communicate | An image of a picture showing if the child or young person demonstrates their independence through knowing their routine. | An image of a picture showing if the child or young person demonstrates their independence through showing their likes to something by smiling or reaching for it. |
| Having my own voice / preferred method of communication | Knowing my routine | Showing my likes to something by smiling or reaching for it |
| An image of a picture showing if the child or young person demonstrates their independence through anticipating food routines with interest. | An image of a picture showing if the child or young person demonstrates their independence through accepting an intervention feed. For example a peg feed | An image of a picture showing if the child or young person demonstrates their independence through being able to  bite finger food. |
| Anticipating food routines with interest | Accepting an ‘intervention’ feed (e.g. peg-feed) | Biting finger food |

I am working towards independence, by:

**My Independence**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing if the child or young person demonstrates their independence through holding their own cup. | An image of a picture showing if the child or young person demonstrates their independence through co-operating with dressing by holding out my arms and legs. | An image of a picture showing if the child or young person demonstrates their independence through cooperating with nappy or pad changes. | An image of a picture showing if the child or young person demonstrates their independence through expressing their dislike by crying or pushing it away. |
| Holding my own cup | Starting to co-operate with dressing, holding out my  arms/legs | Co-operating with nappy/pad changes | Expressing my dislike for something by crying or pushing it away |

|  |
| --- |
| Comments: |

I can communicate best, by:

**My**

**Voice**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| An image of a picture showing  how the child or young person prefers to communicate by reacting and responding to adults. | An image of a picture showing how the child or young person prefers to communicate by signing. | An image of a picture showing how the child or young person prefers to communicate by using symbols or visual aids. | An image of a picture showing how the child or young person  prefers to communicate by using communicative aids. | An image of a picture showing how the child or young person  prefers to communicate by  reading Braille. | An image of a picture showing how the child or young person prefers to communicate through using touch cues. |
| Reacting and responding to adults | Signing | Using Symbols | Using my Augmentative Communication Aid | Reading Braille | Using Touch Cues |

|  |
| --- |
| Comments: |

I can communicate best, with:

**My**

**Voice**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing how the child or young person prefers to communicate by using objects of reference. | An image of a picture showing the child or young person using photo cues as a way of communicating with others. |  | An image of a picture showing a child or young person using vocalisation to communicate. |
| Objects of Reference | Photo Cues | Sensory Cues | Vocalisation |

|  |
| --- |
| Comments: |

I can communicate my basic needs and wants, when:

**My**

**Voice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a child or young person showing they can communicate when they are hungry. | An image of a picture showing that your child or young person can communicate when they are thirsty. | An image of a picture showing that your child or young person can communicate when they are feeling tired. | An image of a picture showing that your child or young person can communicate when they are feeling unwell. | An image of a picture showing that your child or young person can communicate when they need help. |
| I am hungry | I am thirsty | I am tired | I feel unwell | I need help |
| An image of a picture showing that your child or young person can communicate when they need a suction. | An image of a picture showing that the child or young person can communicate when they need repositioning. | An image of a picture showing that the child or young person can communicate when they are in pain. | An image of a picture showing the child or young person can communicate by wanting to choose between a preferred or non-preferred object. | An image of needing a nappy, pad or catheter changed An image of a picture showing the child or young person can communicate when they need a nappy, pad or catheter changed. |
| I need suction | I need repositioning | I am in pain | I want to choose between a prefered and non-prefered object | I need a nappy/pad/ catheter change |

|  |
| --- |
| Comments: |

I can keep healthy, by:

**My**

**Health**



|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that the child or young person can keep healthy by spending time outside each day. | An image of a picture showing the child or young person keeping healthy by eating using food, bottle, peg feed. | An image of a picture showing the child or young person keeping healthy by drinking the right amount each day. | An image of a picture showing the child or young person staying regulated without a screen for increasing amounts of time. |
| Spending time outside each day | Eating (food, bottle, peg-feed, etc) | Drinking | Staying regulated without a screen for increasing amounts of time |
| An image of a picture showing the child or young person tolerating hair being brushed. | An image of a picture showing the child or young person keeping healthy by getting enough sleep. | An image of a picture showing the child or young person keeping healthy by accepting medicine. | An image of a picture showing the child or young person keeping healthy by tolerating having finger nails or toe nails cut. |
| Tolerating my  hair being brushed | Getting enough sleep | Accepting medicine | Tolerating having my fingernails and toenails cut |

I can keep healthy, by:

**My**

**Health**



|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing the child or young person keeping healthy by accepting nappy, pad or catheter changes. | An image of a picture showing the child or young person keeping healthy by tolerating having their teeth brushed. | An image of a picture showing the child or young person keeping healthy by attending medical appointments. | An image of a picture showing the child or young person keeping healthy by having sun cream applied. |
| Accepting  Nappy /pad /catheter changes | Tolerating having  my teeth brushed | Attending medical appointments (doctor / dentist, etc.) | Having sun cream applied |

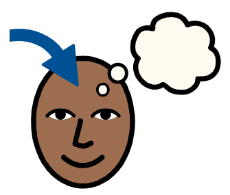
|  |
| --- |
| Comments: |

I can show engagement, through:

**My Learning**

**\*This page is to be completed by the Education Setting/Team around the Child/Young Person.**

|  |  |  |
| --- | --- | --- |
| I show **exploration**, by…  (e.g., showing interest and curiosity about an activity by noticing it or reaching out to it) | This page is only to be completed by the Education Setting or Team around the child. | Comments: |
| I show **realisation**, by…  (e.g., displaying behaviours which show I want more control of the stimulus or activity; by stopping it or trying to make changes to it) |  | Comments: |
| I show **anticipation**, by…  (e.g., anticipating that a familiar activity is about to start or finish by interpreting such as auditory (what I hear), tactile (what I feel) and visual (what I see) cues or prompts) |  | Comments: |
| I show **persistence**, by…  (e.g., sustaining my attention in a stimulus or activity for long enough to actively try to find out more, and interact with it) |  | Comments: |
| I show **initiation**, by…  (e.g., investigating a stimulus or activity to bring about a desired outcome / acting spontaneously and independently during a familiar activity without waiting for direction) |  | Comments: |

 The best way for me to learn, is:

**My Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing the child or young person's best way of learning through visual images or pictures. | An image of a picture to show the child or young person's best way to learn through  hands- on, practical learning. | An image of a picture showing the child or young person's best way to learn by listening. | An image of a picture showing the child or young person's best way to learn is through using the outdoor space. | An image of a picture to show the child or 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 the child's preferred style of learning through play-based activities. | An image of a picture showing the child or young person's best way of learning is through their special interests. | An image of a picture showing the child or young person's best way to learn is through video based learning. | An image of a picture showing the child or young person's best way to learn is through learning life skills. | An image of a picture showing that the child or young person learning by working towards and achieving their EHCP outcomes. |
| Play-based | Special interest-based | Screen / video-based | Life Skills-based | Working towards and achieving my EHCP outcomes |

 Adults can help by giving me:

**My Support**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing the best way to support adults can support is providing thinking time for the child or young person. | An image of a picture showing that adults can support the child or young person through repetition. | An image of a picture showing that adults can support the child or young person by providing them ear defenders to wear. | An image of a picture to show that adults can support a child or young person by providing them with fiddle toys. |
| Thinking Time | Repetition | Ear Defenders | Fiddle Toys |
| An image of a picture showing that adults can provide children or young people support by giving them time for relaxation. | An image of a picture showing that adults can provide children or young people with support by using social stories. | An image of a picture showing that adults can give children or young people support by providing them with choices. | An image of a picture showing that adults can provide children and young people with support by giving them a safe space to go to. |
| Relaxation | Social Stories | Choices | Safe Space |

Adults can help by giving me:

**My Support**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that adults can provide children or young people with support by giving them a visual timetable or objects of reference. | An image of a picture showing that adults can provide children or young people with support by giving them time in the sensory room. | An image of a picture showing that adults can provide children or young people with support by providing comfortable wheelchair or walking frames equipment. | An image of a picture showing that adults can help children or young people by providing them with rewards or by using a reward system. |
| Visual Timetable / Objects of Reference | Sensory Room Time | Equipment which is appropriate and comfortable | External Motivators (Rewards) |

Comments:

|  |
| --- |
|  |

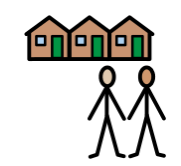
Adults can help to keep me safe, by teaching me to:

**My**

**Safety**

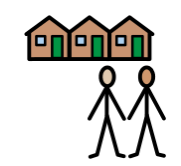


|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing that adults can teach children or young people to keep safe by teaching them to follow instructions. | An image of a picture showing that adults can keep children or young people safe by teaching them to recognise danger. | An image of a picture showing adults can help keep children or young people safe by teaching them to practise self regulation. | An image of a picture showing adults can help keep children or young people safe by teaching them to understand  what to do in a fire drill. | An image of a picture showing that adults can help keep me safe by teaching me to understand road safety. |
| Follow adult direction to keep me safe | Recognise Danger | Practise Self-Regulation | Understand what to do in a fire drill | Understand Road Safety |
| An image of a picture showing that adults can help keep me safe by teaching me to be aware of stranger danger. | An image of a picture showing that adults can help keep me safe by teaching me to practise online safety. | An image of a picture showing that adults can help to keep me safe by teaching me to keep healthy and look after my body. | An image of a picture showing that adults can help keep me safe by teaching me to understand consent for example knowing my body and my choice. | An image of a picture showing that adults can help keep me safe by teaching me to understand boundaries knowing I have the right to say no and change my mind. |
| Be aware of Stranger Danger | Practise  Online Safety | Keep healthy and look after my body | Understand Consent:  My body;  My choice | Understand Boundaries: My right to say No, and change my mind |

Outside of my school, or setting, I like:

**My Community**

|  |  |  |  |
| --- | --- | --- | --- |
| An image of a picture showing that outside of my school or setting I like to use technology. | An image of a picture showing that outside of school or setting I like going outside. | An image of a picture showing that outside of my school or setting I like going to the park. | An image of a picture to show that outside of my school or setting, I like going Swimming. |
| Technology | Going outside | Going to the park | Swimming |
| An image of a picture to show that outside of my school or setting, I like going out with my personal assistant. | An image of a picture to show that outside of my school or setting I like going on outings. | An image of a picture to show that outside of my school or setting I like going to the playground. | An image of a picture showing that outside of my school or setting I like visiting family. |
| Going out with my Personal Assistant | Going on outings | Going to the playground | Visiting a family member’s house |

 Outside of my school, or setting, I like:

**My Community**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing that outside of my school or setting , I like going to the cinema. | An image of a picture showing that outside of my school or setting, I like going to the zoo. | An image of a picture showing that outside of school or setting I like going to the beach. | An image of a picture to show that outside of my school or setting I like going to soft play. | An image of a picture to show that outside of my school or setting I like going to a trampoline park. |
| Going to the cinema | Going to the zoo | Going to the beach | Going to soft play | Going to a trampoline park |

|  |
| --- |
| Comments: |

My quality of Life:

**My Quality of Life**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| An image of a picture showing that I can express when I like something. | An image of a picture to show that I can express when I do not like something. | An image of a picture to show that I have an adult who can interpret my needs and wants. | An image of a picture to show  that I can display pleasure from an activity. | An image of a picture to show that adults protect my dignity and show respect when hoisting or changing me. |
| I can express when I like something | I can express when I do not like something | I have a trusted adult who can interpret my needs and wants | I can show pleasure derived from an activity | Adults protect my dignity and show respect, when hoisting or changing me |
| An image of a picture to show that I can enjoy using the sensory room. | An image of a picture to show that I can enjoy going on school trips. | An image of a picture to show that I can enjoy forest school. | An image of a picture to show that I can enjoy hydrotherapy time. | An image of a picture to show that I enjoy using the sensory playground. |
| I enjoy using the Sensory Room | I enjoy going on school trips | I enjoy Forest School | I enjoy Hydrotherapy time | I enjoy using the Sensory Playground |

My quality of Life:

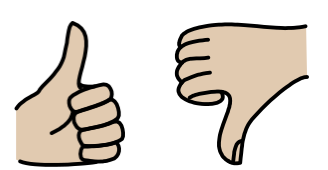
**My Quality of Life**



At home, I am happy, with:

|  |  |  |
| --- | --- | --- |
| An image of a picture to show that at home I am happy with my family. | An image of a picture to show that at home I am happy with my pets. | An image of a picture to show that I am happy being with my close friends. |
| My family | My pets | My close friends |

|  |
| --- |
| Comments: |

At my school or setting, overall:

|  |  |  |  |
| --- | --- | --- | --- |
| My Setting: | **An image of a picture showing a green tick to select Yes.**  **Yes** | An image of a picture showing a Red Cross to select 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. |
|  |  |  |  |

|  |
| --- |
| 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: |

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