

One and Only guidance notes

How to use your child or young person's
'One and Only' information pack



cypds

Children and Young People's Development Service

www.southampton.gov.uk/cypds



Southampton City
Clinical Commissioning Group



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What is the 'One and Only' pack

Introduction

This pack has been designed to make your life easier.

The information and forms in this pack have been developed in consultation with Southampton parents/carers of children and young people with Special Educational Needs and Disabilities.

Feedback received by parents/carers in the city revealed that they have to repeat information about their child or young person too many times, to a range of different professionals and services. We recognise that this can be both time consuming and emotionally draining so have designed this pack in order to help reduce the pressure on you.

What is it for?

It's for you and it's owned by you.

We've developed a variety of different forms that you can choose to fill in. Some of the forms have been designed to appeal to younger or older children and young people. Your child or young person can choose which design they like best.

When completed, these will help give professionals working with you an overall picture of your child/young person and family. You'll be able to agree to have these shared if your child or young person is undergoing Integrated Assessment of Needs. You might want to share these with any new professional/services that you come into contact with so that you don't have to keep repeating your story.

When should I complete the information in the pack?

That's completely up to you.

You can decide when and which pieces of information you'd like to complete. If your child is undergoing an integrated assessment we'd recommend completing this form at the beginning of the process. Your Assessment Coordinator will be able to explain the documents and provide support for completing them.

The more you complete now, the less you'll have to repeat yourself in the future. We want professionals who are meeting with you or assessing your child/young person to have as clear a picture of your child/family as possible. So, the more you fill in the better!



Tips for completing the forms...

The information in this booklet is just guidance. Write any information that you feel is relevant and if there are some parts that you don't feel comfortable completing, it's fine to leave them blank.

Remember – Information is knowledge, so the more the merrier!

Using the pack

One and Only guidance notes

Use the first page to give us the personal information about your child i.e. name, address etc.

1. History

- 1a You might like to tell us in this section about your child/young person's history; including pregnancy, birth, developmental milestones, what age these were reached and when you noticed any delays, information about stays in hospitals etc.

2. Important things professionals need to know about your child

- 2a. If your child has been diagnosed with a specific condition(s) or disorder(s) tell us here what this is. If your child doesn't have a diagnosis, tell us what their additional need is.
- 2b. Tell us here about any medication your child/young person takes and how often. Give information on any aids or devices they use/require.
- 2c. In this section let us know what your child eats, whether they have a balanced diet or rigid eating habits. Does he/she need support to feed them? Can they use a spoon/knife/fork independently? Are they tube fed?
- 2d. Tell us about your child's sleep. What time do they go to bed and how long do they take to settle? Do they sleep during the day? Do they wake during the night? How often? How many hours a night would they typically sleep?
- 2e. If your child has any allergies, tell us what these are.
- 2f. Tell us here whether your child can use the toilet independently, dress themselves or whether they need pads/assistance etc.
- 2g. Give us some information here about your child's behaviour. Do they present behaviours that challenge? Do they form rituals and get upset when these are broken?
- 2h. Tell us here about how your child communicates; How does your child communicate? Are they verbal? Do they use BSL, PECS or Makaton?
- 2i. Tell us here about any interests your child has; does he/she have a favourite toy/character etc.?
- 2j. Tell us here about any dislikes your child may have. i.e. loud noises, crowded space, the colour green.



3. Your views

- 3a.** Tell us here what you think your child's strengths are. We don't want you to always have to focus on the 'negatives' and we want those working with you to have an overall picture of your child. You might like to use this section to tell us the positive things about your child.
- 3b.** Tell us here about the things that you feel your child has difficulties with. You might want to include how this affects them and the impact this has on you e.g. Sleep deprivation.
- 3c.** Tell us here what you feel your child's key area of need is. What support do you feel they/you need in order to reach their full potential?
- 3d.** If you feel comfortable, tell us here what your worries and concerns are. This might be concerns about your child's future, the impact on the family or work life. It's entirely up to you how much you'd like to tell us.
- 3e.** If there's anything else you'd like to tell us about your family then use the space below. This is your form so we want you to tell us what's important to you.

4. Useful contacts

- 4a.** Give us information here for two emergency contacts for your child/young person.
- 4b.** Give us information of the nursery/school/college your child attends.
- 4c.** Give us the information of any other professionals that are working with your child/family.

I am unique guidance notes

“I am unique” is designed to give professionals a useful snapshot of your child. It is completed by you and written from your child’s point of view. For instance, “My name is Freddie. I live with my mum and my pet cat Floppy!”

You may like to use your child/young person’s ‘I am unique’:

- If your child is undergoing an Integrated Assessment of Need
- When you meet a new person/professional for the first time
- When your child is starting nursery, school, a social club or holiday activity
- When your child is accessing a short break service

The image shows two overlapping copies of the 'I am unique' form. The left form is for a child named Freddie, and the right form is for a child named Samuel. Both forms have a blue header with the title 'I am unique' and a 'Date' field. The forms are divided into several sections with icons: 'This is me' (sun and house), 'Who I live with' (house and people), 'Important people to me' (people), 'What makes me smile and what makes me sad' (smiley and sad faces), 'Things you need to know' (megaphone), 'What I get up to' (clock), 'My dream is to' (trophy), and 'What do people like and appreciate about me' (heart). The forms are from CYPDS (Children and Young People's Development Service) in Southampton, with the website www.southampton.gov.uk/cypds.



Tips for completing the “I am unique”

There are no right or wrong questions or answers for this form. We want you to share the information that you feel is important for people to know. This will be different for every child because everyone is unique.

Below are a few examples under each heading to help you start thinking about what information you’d like to put on your child/young person’s “I am unique” form.

“This is me” section

This might include:

- Name
- Age
- Characteristics

EXAMPLE



This is me

My name is Samuel and I am 5 years old. I am a cheeky and happy boy!

“Who I live with” section

This might include:

- Parents
- Siblings
- Pets
- Area
- Type of home

EXAMPLE



Who I live with

I live with my mum and older brother in a 3 bedroom house in Narnia. Bruiser the gold fish also lives in our house.



“Important people to me” section

This might include:

- Mum/Dad
- Brother/Sister
- Aunt/Uncle
- Grandparents
- Friends
- Pets

EXAMPLE



Important people to me

My mummy is really important to me because she understands me. I like visiting granddads house and playing with Lego and Chloe the dog. It's fun when Aunty Kate comes to visit. My best friend at school is Charlie.

“What makes me smile and what makes me sad” section

This might include:

- Food
- Toys
- TV programmes
- Favourite places
- People
- Sensory preferences

EXAMPLE



What makes me smile

My favourite food is raisins. I am happy when I am playing on my DS or watching cbeebies. I like visiting big open spaces so that I can run around and chase my brother. My favourite thing to talk about is breakfast cereals. I feel sad if I don't have my favourite teddy bear with me.

“Things you need to know” section

This might include:

- If I get upset I.....
- Help me communicate by...
- My behaviours.....
- In the event of a medical emergency e.g. seizure, breathing problems

EXAMPLE



Things you need to know

My speech is better than my understanding so please speak slowly and clearly when speaking to me. Visual prompts help me understand. I must have a 10 minute warning before the end of an activity and information about 'what's next'. When I get angry or upset I will sometimes break things and hurt people.



“What I get up to” section

This might include:

- Nursery/school/college
- Weekend activities
- Outings
- Clubs
- Short breaks

EXAMPLE



What I get up to

I go to school Monday to Friday. I do pony riding at school on Tuesdays and swimming on Fridays. On Saturday morning I go to a club with my friends and on Sunday I go to daddy's house.

“My dream is to” section

This might include:

- When I grow up I want to be....
- My hopes and aspirations for the future are...

EXAMPLE



My dream is to

When I grow up I want to be a super hero!

“What people like and appreciate about me” section

This might include:

- My achievements
- My qualities

EXAMPLE



What people like and appreciate about me

My friends say I am kind and I share my toys nicely. My mum and dad love my jokes. My teacher appreciates how much I concentrate in class.

My unique family guidance notes for families

“My unique family” is designed to help you tell others about your family and what is important to you. This will help give professionals working with you a good understanding of your family circumstances. It is completed by you but written from the perspective of your child/young person. For instance, “I live with my mum, in Shirley, in a house and with 2 bedrooms but it doesn’t have a garden”.

You may like to use your “My unique family”

- If your child is undergoing an Integrated Assessment of Need
- When you meet a new person/professional for the first time
- When your child is starting nursery, school, a social club or holiday activity
- When your child is accessing a short break service



Tips for completing “My unique family”

There are no right or wrong answers for this form. We want you to share the information that you feel is important for people to know. This will be different for everyone because every family is unique.

Below are a few examples under each heading to help you start thinking about what information you’d like to put on your child/young person’s “My unique family” form.

“My parents” section

This might include:

- family members/pets/are your parents married/do they work
- wider family members/key people in your life/who lives with you/who you see often
- where you live house/flat/number of bedrooms/garden

EXAMPLE



My parents

I live with mummy and my big sister. We don't have a garden and it is hard for mummy to keep me safe when I am out and about. Sometimes I go to nanny's house and play in her garden whilst mummy goes to work.

“My siblings” section

This might include:

- Do you have brothers or sisters/step brothers or sisters
- How old are they
- Where do they live
- Where do they go to school
- Whether they have additional needs

EXAMPLE



My siblings

I have a big sister called Alice who is 8 years old and a little brother called Billy who is 3 years old. Alice goes to a different school to me and Billy goes to nursery in the mornings on Thursdays and Fridays.

“What’s important to us” section

This might include:

- Things that work and don’t work
- Difficulties and challenges

EXAMPLE



What’s important to us

Things work well when everyone sticks to my routine. If there is unexpected change I can get very upset which makes things difficult for the whole family. Mummy needs regular breaks so that she can catch up on sleep.

Some ideas for the “Our transport” section

This might include:

- Do you drive and have your own car
- Use the bus/train

EXAMPLE



Our transport

Mum and dad don't drive so we have to use public transport. This can be really challenging with my wheelchair."

Some ideas for the “our hopes for the future” section

This might include:

- Is there anything that you would like to do/group you would like to join/place you like to go
- Does your family wish that they could do things that they feel unable to at the moment
- Your aspirations for your child and family in the future

EXAMPLE



our hopes for the future

Mum would like more time to spend with my brother and sister as my high needs can sometimes mean that they feel left out. Mum and dad just want the support to help me reach my full potential in life.

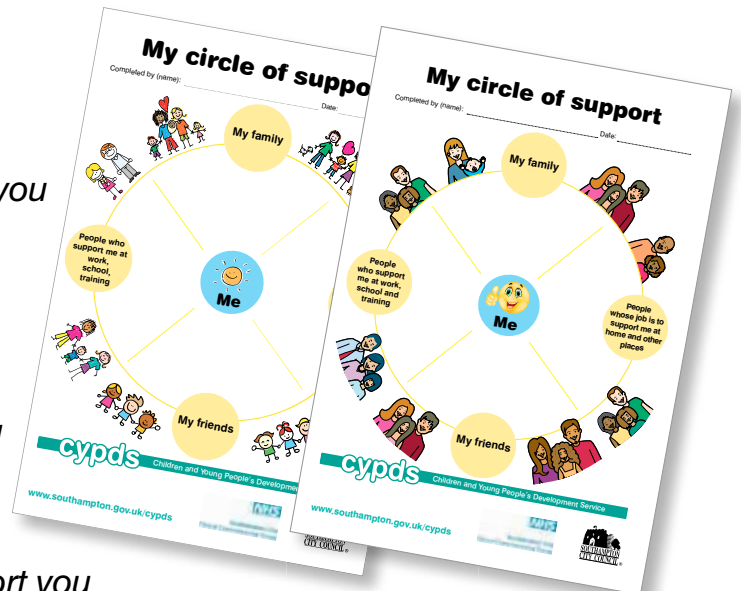
My circle of support guidance notes for families

'My circle of support' is a visual tool that you can use to help you map out the different kinds of support that your child/young person has around them on a day to day basis.

This can help you identify what support you have and where you might need more.

Completing this form can also give professionals a clear picture of the support you have in place and help them to recognise any gaps.

Note: This exercise might be quite disheartening for you if you feel that you don't have much support around you and your child/young person. Just try to keep in mind that this will help professionals working with you to identify the gaps, who will hopefully help you to work on filling them!



Tips for completing "My circle of support"

Try to think of your child/young person as being the centre of the circle and place the name or picture of each person involved in their life at an appropriate distance from them.

For instance; if you are the parent and main carer of the child/young person, you'd place your name in the "My Family" section right next the "Me" centre circle.

If your child has a good relationship with their grandparents who live in Scotland and can't offer you much practical support, you might put their names towards the outer line of the "My Family" section.

'My family' section

This might include:

- Mum, dad, step parents, siblings, aunts, uncles, cousins, grandparents

"People whose job it is to support me at home and other places" section

This might include:

- Short breaks worker, therapists, "buddy" that helps your child/young person go places/take part in activities etc.

"My friends" section

This might include:

- Your friends (who offer you support, visit often etc.)
- Your child/young person's friends

"People who support me at work, school and training" section

This might include:

- Teachers, LSA's, therapists etc.

My hospital passport guidance notes for families

Introduction to “My hospital passport”

The aim of the hospital passport is to assist people with learning disabilities to provide hospital staff with important information about them and their health when they are admitted to hospital.

When should I complete the hospital passport?

The hospital passport can be completed and kept at home in case of an emergency admission, deterioration in the individual’s health or can be completed prior to a planned admission when it may also be used to aid assessment and planning.

You might find this particularly useful if your child/young person has complex health needs which require regular stays in hospital.



Tips for completing “My hospital passport”

This document is really user friendly and simple to complete! Just fill in the gaps.

The Hospital Passport uses a traffic light system. This means that all essential information about your child/young person must be written in the red section, this will alert staff to any extremely important information or specific requirements your child might have. The amber section is for important information about your child’s day-to-day activities. Preferable information about your child’s likes and dislikes can be documented in the green section.

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This written information is available, upon request, in other formats and languages. Please contact 023 8091 5701 for help.

www.southampton.gov.uk

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