



How to complete the  
**Family Views**  
document

## Family Details

**[NAME]'s parent's names are**

**[NAME]'s brothers and sisters names are**

**[NAME] lives at home with**

**Other important family and friends are**

**[NAME] lives at**

**Family's contact details**

Telephone

Email

## [NAME]'s story so far

In this section is your opportunity to give your child's history, you can give as much detail as you wish.

What do you remember about the early years that might help?

What was your child like as a young baby?

Were you happy about progress at the time?

When did you first feel things were not right?

What happened?

What advice or help did you receive - from whom?

What is your child like now?

**General Health** – Eating and sleeping habits; general fitness, absences from school, minor illnesses - coughs and colds. Serious illnesses/accidents - periods in hospital. Any medicine or special diet? General alertness – tiredness.

**Playing and Learning at Home** – How does your child spend time - watching TV, reading for pleasure and information, hobbies, concentration, sharing

**Activities Outside** – Belonging to clubs, sporting activities, happy to go alone. Does your child mix well or stay on his/her own?

Is there any other information you would like to give about the family – perhaps major events that you think might have affected [child's name]?

## What would you consider [NAME]'s strengths to be?

This is an opportunity to sing your child's praises. No matter what their difficulties, there are always positives. This is not a DLA form; it is good to share your child's strengths and skills.

What is your child good at?

What can they do for themselves?

What do they enjoy doing?

Is your child always smiling?

Do they always try really hard even when things are difficult for them?

Is your child helpful around the house?

## What would you consider [NAME]'s needs (difficulties) to be?

If your child has a diagnosis, how does that impact on their life (every child with an ASD or ADHD diagnosis is different)

What are the things your child struggles with?

Think about:

**General Health** – Eating and sleeping habits; general fitness, absences from school, minor illnesses - coughs and colds. Serious illnesses/accidents - periods in hospital. Any medicine or special diet? General alertness -

**Physical Skills** – Walking, running, climbing – riding a bike, football or other games, drawing pictures, writing, doing jigsaws, using construction kits, household gadgets, tools, sewing.

**Self-Help** – Level of personal independence - dressing, toileting, personal hygiene, making bed, keeping room tidy, coping with day-to-day routine; budgeting pocket money, general independence - getting out and about.

**Playing and Learning at Home** – How does your child spend time - watching TV, reading for pleasure and information, hobbies concentration, sharing, do they need constant adult support or attention

**Behaviour at Home** – Co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with family routine and 'rules. Moods good and bad, sulking – temper tantrums, affectionate.

What does your child worry about?

Are they aware of their difficulties and differences?

What are your worries or concerns?

Please also use the above list when thinking about your child's strengths.

## What support does [NAME] need to communicate (speak and listen) with others

Think about:

your child's level of speech

Can they describe events or people?

Can they give verbal messages?

Can they give basic instructions?

Can they follow one-part ("put your coat on") instruction or a two-part instruction ("put your coat on and get your shoes")?

Do they need extra time to process instructions before replying?

Can they start or join in conversations?

Can they use a telephone?

Do they need to be looking at you before you speak to them?

Are they more comfortable listening to you while not looking at you?

Do you need to say their name before you give them an instruction?

Can they follow whole class instructions, or do they need to extra support in class to make sure they have understood?

Do they lose “their thread” or forget what they were going to say mid-sentence?

How does your child react when they are frustrated by not being understood?

If your child uses non-verbal communication, what does that look like and what does it mean?

## What do you think [NAME]’s barriers to learning are?

Think about the things your child tells you they find difficult in school or what the school tells you they struggle with.

What does your child get told off for in school?

Can they sit still?

What learning does your child struggle with?

Reading? Writing? Number?

What is your child’s memory like?

Have they forgotten what they learnt yesterday?

Can they remember lots of facts about their favourite topics but forget their PE kit or door key?

Do they need lots of movement breaks or brain breaks?

What sensory difficulties do they have that affects their learning and focus?

Do they struggle with the noise or busyness of the classroom?

Do they struggle with sitting too near other people?

Do they find particular noises, smells or situations difficult?

What are their triggers for aggressive or physical behaviour?

What are their social skills like?

Do they struggle with “unstructured” time (playtime and lunch times)?

How good are they at making and keeping friends?

## What help do you feel [NAME] needs to support them?

Think about what would help your child with the difficulties mentioned above.

How do you help them with these difficulties at home?

What does your child say makes learning easier?

Do they need support to make friends?

Do they need help to manage their behaviour/reactions?

What help do you think they may need with their learning?

Do you think additional equipment may help? Number squares, laptop, tablet etc.

Is there a particular approach or way of speaking to your child that helps them?

## How do you feel [NAME]'s needs impact on sibling's lives?

Relationships – with brothers and sisters.

Do the child's needs take attention away from other siblings?

Have your child's brothers and sisters become their carers?

Do your child's needs mean that their brothers and sisters miss out on trips?

Do your child's needs mean that siblings are kept awake at night or woken frequently?

## How do you feel [NAME]'s needs impact on family life?

Relationships – With parents, brothers and sisters; with friends; with relations; with other adults at home, 'outside' generally

Does your child's needs impact on family relationships?

Does the child have a particular attachment to one parent which means parenting cannot be shared equally?

Does your child's needs lead to "split family" child always with one parent, siblings always with the other?

Does the child's needs impact on the family's ability to do "everyday" activities e.g. go shopping, go to the cinema?

Does the child's needs impact of the marital relationship (please don't give intimate details!!) e.g. unable to spend time together, one partner has long working hours so that the other partner can stay home and be carer

Are days out and family holidays not possible due to the child's needs?

## What help do you feel you need to support [NAME] with these difficulties?

Think about the difficulties you have as a family, what would make life easier?

Has the school done a CAF?

(a form that can be completed by school which could give you access to support, respite or young carers groups for your child's brothers and sisters.

Have you had a social care assessment?

Do the child's siblings go to Young Carers? Would they want to?

## What do you want for [NAME] in the next 12 months?

Think about anything that you feel needs to change now.

Do you need support or respite?

What changes do you think need to happen at school?

## What are your long-term aspirations for [NAME]

What are your long-term goals and aspirations for your child? It can be about the type of school they go to, being able to have better access to the community. It can be about their long-term future, their independent living, work opportunities.

Aspirations change over time, when children are in primary, our aspirations may focus on secondary education and gaining independence skills. When they get to secondary, often our aspirations focus on gaining qualifications to move on to further education, thoughts about independent living, work and careers.

No matter what a child's difficulties, we are allowed to think big, dream big. A child's, or for very young children, a parent's aspirations are the starting point for the EHC plan, although it is important to remember that even very young children can have hopes, dreams and aspirations (even if it is to be a fairy or a dragon slaying knight) and we can use those ideas as a starting point to think about their needs. For instance, fairies need good listening skills to be able to listen to peoples wishes and a dragon slaying knight needs good coordination skills to ride a horse whilst wielding a sword!

So, whilst you may have more "realistic" aspirations for your child/young person, never forget this process is about them and their hopes and dreams too. You can find worksheets for children/young people to share their views on the PATT website  
[www.patt.org.uk/resources](http://www.patt.org.uk/resources)

## List of Professionals Involved with [NAME]

### Professional 1

Name

Role

Address

Telephone

Email

Last Contact

Date of Latest Report

### Professional 2

Name

Role

Address

Telephone

Email

Last Contact

Date of Latest Report

### Professional 3

Name

Role

Address

Telephone

Email

Last Contact

Date of Latest Report



**Professional 4**

Name	
Role	
Address	
Telephone	
Email	
Last Contact	
Date of Latest Report	



**Professional 5**

Name	
Role	
Address	
Telephone	
Email	
Last Contact	
Date of Latest Report	



**Professional 6**

Name	
Role	
Address	
Telephone	
Email	
Last Contact	
Date of Latest Report	

