

## About this tool

One of the most important things you can do to support your child at school is to help teachers understand who your child is.

An All About Me profile helps you share important information about your child with teachers and school staff. It gives them a quick picture of who your child is and what helps them learn, beyond assessments, reports or diagnoses.

## When to use this tool

- at the start of the school year
- when your child moves to a new class or teacher
- when new support staff begin working with your child
- before a school meeting
- during school transitions

## How to use it

1. Complete the profile in your own words. Focus on practical information that helps teachers day to day.
2. If you are using the Word version, you can adapt the worksheet by removing sections that are not relevant to your situation.
3. The text inside each box is a prompt to guide your thinking. Once you add your own information, you can delete the prompt text.
4. Share the profile with the school by printing it, emailing it, or bringing it to meetings.
5. Update it over time as your child's needs, strengths or interests change.

## All About Me

Child's Information	
Child's Name:	
Preferred Name:	
Date of Birth:	
Year/Class:	
Parent/Carer Name(s):	
Best contact email:	

My strengths
Things your child does well. For example: problem solving, remembering facts, creativity, kindness to others.

Things I enjoy
Activities, interests, favourite topics. For example: drawing, Lego, soccer, animals, science, computers.

### Things I find difficult

Situations, environments, or tasks that can be challenging. For example: noisy classrooms, unexpected changes, group work, transitions between activities.

### What helps me

Strategies, supports or routines that work well. For example: visual instructions, extra time to process information, step-by-step directions, predictable routines.

### Signs I might be overwhelmed

Early signs teachers might notice. For example: becoming quiet, withdrawing, appearing restless, emotional changes, avoiding tasks.

### What helps me feel calm and reset

Strategies that help your child feel calm and ready to learn again. For example: a quiet space, movement break, reassurance, sensory supports, short pause.

### Important things my teacher should know about me

Anything else that may help staff understand and support your child. For example: medical needs, sensory sensitivities, important routines, communication preferences.

### How we can stay in touch

Preferred ways for the school to communicate with you. For example: email, communication book, scheduled check-ins.

## Additional headings you may include

You can add extra headings to the profile depending on the situation. For example, during a school transition you might want to share more detailed information. Possible additional headings include:

### Our priorities for this transition

What feels most important for your child and family during this transition. For example: feeling safe and settled, building confidence, forming friendships, or participating in learning.

### Situations that may be challenging

Things that can make school harder so support can be provided early. For example: include noisy environments, unexpected changes, transitions between activities, group work, or social uncertainty.

### How I communicate

Helpful information about how your child expresses themselves or understands others. For example: verbal communication, extra time to respond, or prompts for reassurance.

### What helps me settle into new environments

Strategies that help your child feel safe and settle into a new environment. For example: visiting the class beforehand, meeting the teacher early, knowing the routine, having a familiar activity.

### Areas that may need extra support during transition

Areas where your child may need additional understanding or preparation. For example: adjusting to new routines, making friends, navigating new spaces, or changes in expectations.

### **What would help me most during this transition**

What feels most important for your child during this transition to help them feel safe, confident and ready to learn. For example: meeting the teacher beforehand, visiting the classroom, knowing the routine, starting with a familiar activity.

### **How I play and interact with others**

Helpful information about how your child plays, connects with other children or joins group activities. For example: I enjoy playing with others but may need help joining games, I like structured activities, I follow what other children are doing, I prefer to play by myself alongside familiar friends.

### **What helps me stay focused**

Strategies that help your child stay engaged and return to a task if they become distracted. For example: movement breaks, reminders to refocus, visual timers, short instructions.

### **What helps when routines change**

Things that help your child cope when plans or routines change. For example: explaining the change beforehand, reassurance, knowing what will happen next.

### **Health or medical information**

Anything important staff should know about your child's health or medical needs. For example: asthma management, medication, fatigue, medical conditions, things staff should monitor.