The cover features a light green background with several large, solid-colored circles scattered around the text. The colors include blue, purple, white, and maroon. The title is centered and reads "One Page Profiles in Schools" in a large, bold, maroon font, followed by "a guide" in a smaller, white font.

One Page Profiles in Schools

a guide

Helen Sanderson, Tabitha Smith and Liz Wilson

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Acknowledgements

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You can learn more about the work of the Learning Community for Person Centred Practices at www.learningcommunity.us

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Further information

Introducing Person Centred Thinking in a Primary School by Tabitha Smith and Helen Sanderson (2009) www.helensandersonassociates.co.uk

One page profiles for children and young people by Lorraine Erwin and Helen Sanderson (2010) www.helensandersonassociates.co.uk

Working Together for Change in schools by Lorraine Erwin and Helen Sanderson (2010) www.helensandersonassociates.co.uk

Person Centred Teams in Schools by Lorraine Erwin and Helen Sanderson (2010) www.helensandersonassociates.co.uk

Developing one page profiles in schools is recommended by the Department of Health Guidance 'Personalisation through Person Centred Planning' (2010). One of the workbooks which is part of this guidance, describes how person centred thinking and planning can be used in schools and transition www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_115175

Every month, there are new blogs that follow the progress of Norris Bank School and Abbey Hill School as they work to embed person centred thinking in these schools. You can find these at the blog section at www.helensandersonassociates.co.uk

The 'Ideas Column' in SEN Magazine provides ideas about using person centred thinking at home and school. This regular feature is written by Helen Sanderson and Antonia Kinman.

This guide is intended to be used as part of training in one page profiles or person centred thinking.

Please contact Kerry for information about courses for school staff (kerry@helensandersonassociates.co.uk) and for courses and sessions for families on one page profiles, please contact Liz (liz@celebratingfamilies.co.uk).

1. The Why, What, How and Who of one page profiles

This guide is to help you to develop one page profiles in school. We start with the why, what, how and who of one page profiles. We then give information about the headings and ways to get started.

What are they?

A one page profile is a summary of what matters to the young person and how to support them well.

Why use them?

- One page profiles capture important information to enable teachers to personalise learning for each young person. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils. One page profiles can be used to inform action planning and target setting, so that these reflect what is important to the young person and how best to support them. This can make targets more meaningful and relevant to the young person.
- They are a way for the young person to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged.
- One page profiles are also a way for parents/carers to share their knowledge and expertise on how best to support their child.
- They are a way to share information between staff, for example when supply teachers have to cover a class, and to create a smooth transition from one class to another by giving the new teacher strategies to get the best out of each and every pupil. This is really useful in building up positive relationships, as the teacher has a prior knowledge of interests and strengths.
- One page profiles grow and develop over the school year and can be the basis for more detailed person centred plans.
- They can be customized to reflect particular areas of a young person's life (see Elsa's one page profile for her youth group).

How can you develop them?

- A one page profile is developed by bringing together contributions from the young person, their parents/carers, teachers and teaching assistants. This creates a rounded picture of the young person that reflects the young person's views and everyone's expertise. One page profiles can also be developed from the information gathered at a person centred review.
- Once the one page profile is developed, it can be updated and shared at different points in the school year, culminating in a new version ready to go home with the end of year reports.
- Teachers and teaching assistants add their insights and knowledge to the information gathered from the young person and parents/carers.

You can gather information about the young person by:

- Using class based activities specifically to develop sections of the one page profile - for example the 'appreciations' activity where everyone has a piece of paper taped to their back and class mates write on everyone's paper what they like about them.
- Developing them as part of the curriculum, for example activities from 'Its Great to be Me' as part of the SEAL curriculum
- Having one-to-one conversations using the fill in sheets to record information. Parents/carers and volunteers may be able to help with this.
- Starting with 'appreciation stickers'. These stickers were developed for and by Norris Bank School and are a way for teachers to write the specific characteristic or behaviour that they are rewarding. These are saved onto a card and can inform the 'what people like and admire about me' section of the one page profile.
- Starting with posters. At the end of this paper there are examples of posters that young people can complete about themselves. These provide information for one page profiles.

You can gather information from parents/carers by:

- Asking them to complete fill-in sheets that can be sent home.
- Having one-to-one conversations to obtain important information.
- Requesting parent/carers to check and add to other contributions about how best to support their child. Parent's evening is one possible opportunity to do this.

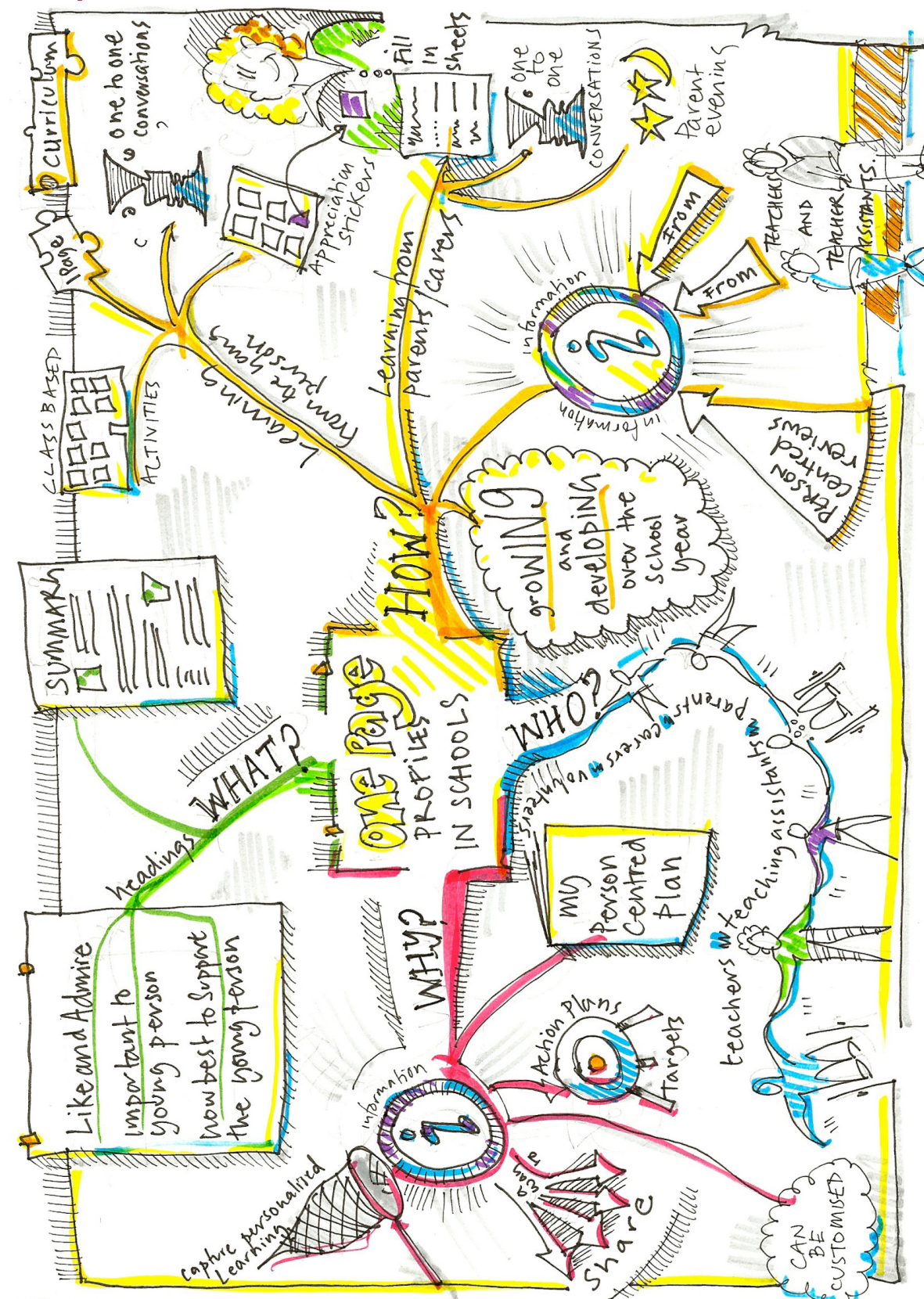
In this guide there are two sets of fill in sheets to choose from. Sheets that can be completed with young people are on pages 11 - 16, and sheets that can be used with parents/carers are on pages 17 - 22. On page 23 there is a diagram that illustrates how you can use this information to develop the one page profile.

Who can develop one page profiles?

The good thing about one page profiles is that anyone can develop them and have a role in sharing their information about a young person.

- It is essential that the class teacher fully understands the reasoning behind the one page profile and that this teacher incorporates aspects of information gathering into their planning.
- Parents play a crucial role in sharing information and parent volunteers can have the one-to-one conversations with young people to gather information.
- The young people play a part, both in the development of their own profile, but also in the development of other children's profile.
- Parents, learning support assistants, teaching assistants or parent volunteers can help by taking photos and uploading these photos onto the profile. They can also help with typing up the information and then helping the children choose appropriate graphics that compliment the information.

2. Mind map summary of one page profiles in schools



3. The headings used in a one page profile

One page profile

Photo

Each one page profile has a current photo of the young person

Like and admire

This section lists the positive qualities, strengths and talents of the young person

What's important to somebody...

This is a bullet list of what really matters to the young person from their perspective (even if others do not agree). It is detailed and specific. It could include:

- Who the important people are in the young person's life, and when and how they spend time together, for example 'Sitting next to my best friend Lucy in class, and going to her house after school on Tuesdays'
- Important activities and hobbies, and when, where and how often these take place, for example, 'Playing on my X box as soon as I get home from school every day'
- Any routines that are important to the young person, for example 'Getting to school early so that I have time to play football with James and Lucas in the playground before the bell goes'
- Important and favourite lessons and school activities, for example 'Singing and playing the guitar at school, and being in the school band'
- Things to be avoided that are particularly important to the young person, for example 'That people do not take things from my pencil case without asking'

How to support somebody well at school...

This is a list of how to support somebody at school, and what is helpful and what is not. It can include any specific 'buttons' that get pushed, and how to avoid or handle them.

The information in this section includes what people need to know, and what people need to do.

Examples

- Laura can perceive a negative comment as a 'big telling off'.
- Anna is naturally quiet and can seem like she is 'no trouble', she needs gentle questions to draw her out.
- James struggles to ask people to work in pairs with him. It helps him if you suggest people for him to work with and use other ways to pair children up.
- Joe finds circle time very difficult. It is easier for him if he is sitting near the front and has an opportunity to say something early on.

4. Putting together a one page profile

As you take the information gathered and put into a one page profile, here are some general points to remember:

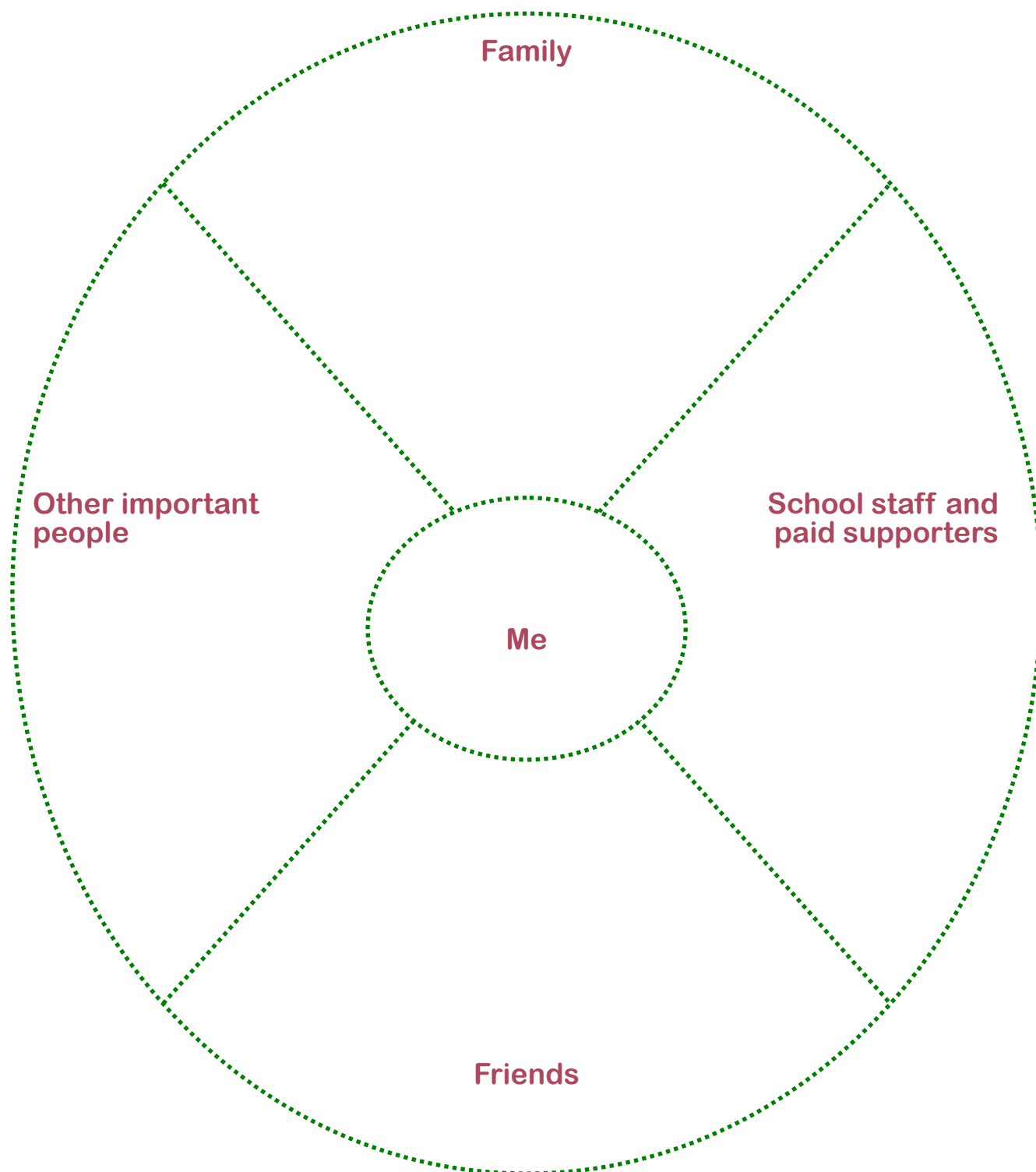
- Write positively and respectfully, with enough detail so that people feel like they know the person from reading it, and know what to do to support the young person.
- Avoid generalisations - be as specific as you can (who, what and when).
- Write in plain, everyday English and avoid terms like 'access'.
- Add illustrations (photos, clip art) that reflect what is in the plan, and ideally chosen by the young person.



**What I like best
about myself**
Put your own words
in the stars

Important people in my life

Put names or pictures in the spaces.



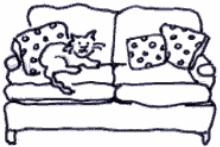
What is important to me now

What likes to do

At school



At home



Just for fun



At any other important places I go

What I like to do with my friends

What is important to me now

Music



Hobbies



Food



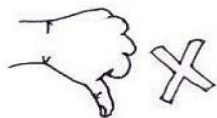
Drink



TV programmes



What I really doesn't like at school, home or for activities



What is important to me now



How I get to and from school

My favourite lessons are

The best part of the day is

At break time I like to

At lunchtime I like to

Sheet to complete with young person



What is important to me now

Other things I like to do at school

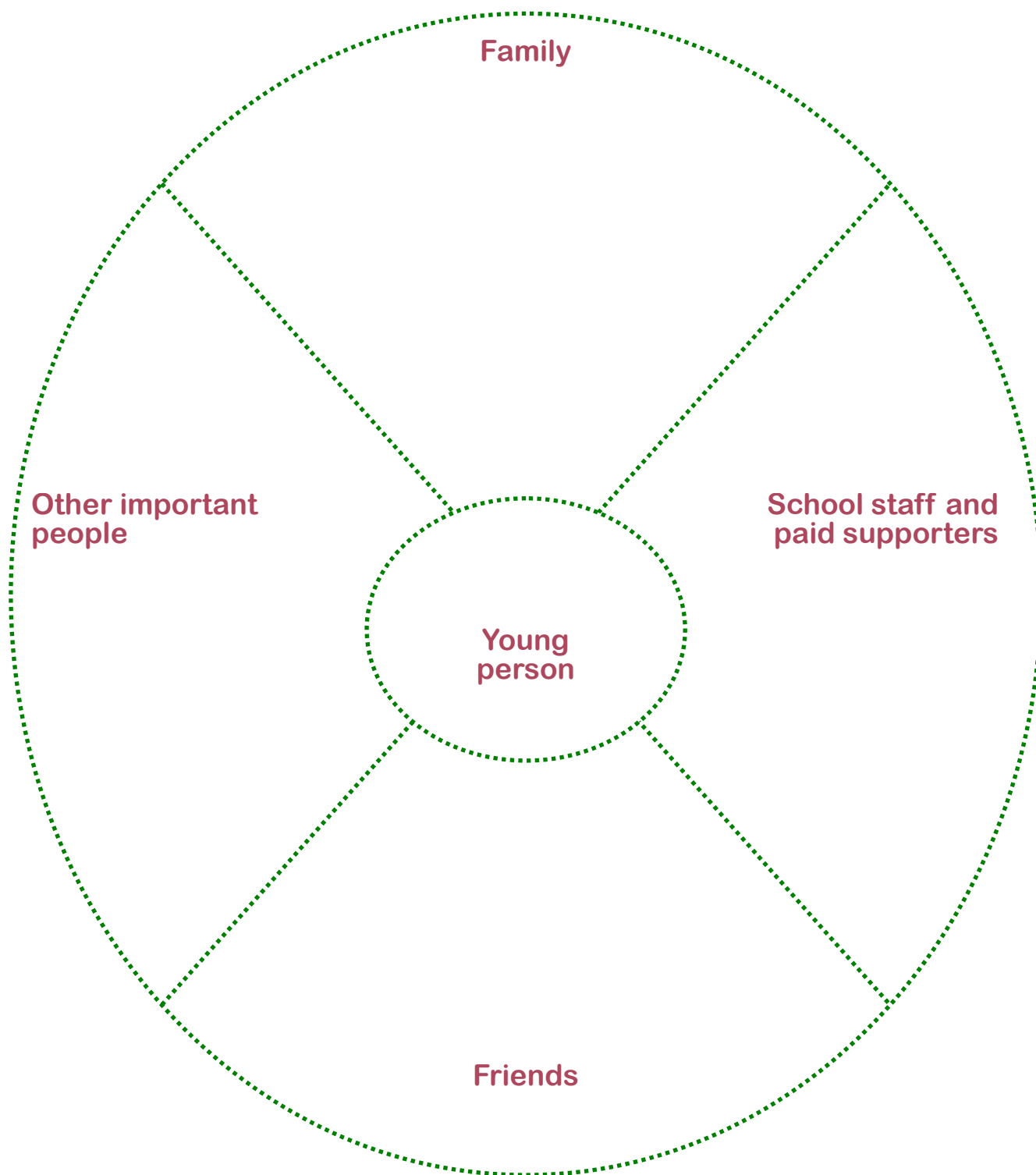
I like to spend time with

**What makes me
unhappy at school**

**What you like
and admire
about**
**Put your words
in the stars**

Important people in life

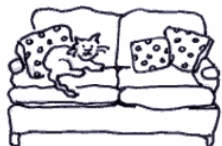
Put names or pictures in the spaces. Only place people on this page you feel sure the young person would want on



What is important to now

What likes to do

At home



Large empty rounded rectangle for writing about activities at home.

Just for fun with friends



Large empty rounded rectangle for writing about activities just for fun with friends.

At any other important places they go including school



Large empty rounded rectangle for writing about activities at other important places including school.

What is important to now

Music



Hobbies



Food



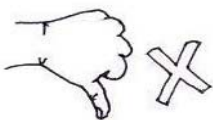
Drink



TV programmes



What I really doesn't like at school, home or for activities



What is important to now



How gets to and from school

Things they like about school

Things they dislike about school

Sheet to complete with parents/carers

Top tips

What are your top tips and ideas about how to support your child at school?



Developing a one page profile

One page profile

Photo

Like and admire

This section needs to be a positive 'proud' list of the qualities, strengths and talents of the person. Avoid words like 'usually' or 'sometimes' or anything that sounds like 'faint praise'.

What's important to somebody...

This section needs to have enough detail that someone who does not know the person could understand what matters to the young person, and that if you took the names off the one page profiles in a class, it would still be easy to identify people.

Instead of this	Write this
Loves break time	'Playing games (usually involving running and skipping) with Hannah and her other close friends at break times'
Being organised	'Having all pencil case and school bag packed the night before, and making sure my tray in class is tidy'.
Having friends	'Walking to school with my friend Ella every day, and sitting with Ella, Lucy and Nina at lunchtime'

How to support somebody well at school...

This section needs to have enough detail so that a supply teacher would immediately be able to support the young person well at school and know both what to do and what to avoid.

Instead of this	Write this
Be patient with Liam	Liam may need you to repeat a task a couple of times before he feels confident trying it. You can tell if he is unsure because he will look out of the window and chew his pencil. Asking him if he has any questions about the activity usually works better than asking him if he understands what to do.
Cloe needs help with friendships	Cloe takes time getting to know people and making friends. It helps if you can find ways of her spending time and sitting with different girls in the first few weeks of term. She appreciates you asking her about how her friendships are going in one to one time with her. A circle of friends approach has worked well in the past.

Developing a one page profile from the information gathered



5. Developing one page profiles through the curriculum

In order that one page profiles are meaningful to children, parents/ carers and teachers, it is essential there are clear links to work already being done in the classroom. Being a 'bolt on' is not really an option. The profiles need to be integral to at least one aspect of teaching and learning.

This way, they become self sustaining; there will be a set point every year when they are revisited, revised, updated.

Norris Bank School places a high priority on building the SEAL curriculum into everything that they do (SEAL = Social and Emotional Aspects of Learning). The school year is divided up into six sub-headings, each building on skills that are taught and experienced through assemblies, teacher-led class sessions, small group activities and circle time sessions.

The spring half term topic is entitled 'It's Good To Be Me' and the areas of study fit the different sections of the one page profile perfectly. During this topic, children reflect on their strengths, as well as the strengths of their peers. Their self awareness is developed. Social skills are also worked on, as the children have to reflect upon and comment on their relationships with others. They are encouraged to articulate how their feelings affect their behaviours.

By developing the one page profile during this half term topic, the children's thoughts are recorded in an attractive and accessible form. This can be developed as the rest of the year progresses and form part of the dialogue between teachers on transition, as well as being used during the summer term parents/carers evening meetings.

Building the one page profile into the curriculum means that children, teachers and parents become familiar with the format and purpose and use it to build better relationships with a more informed approach to teaching and learning.

6. Developing a one page profile from a person centred review

A person centred review is a perfect setting to gather information for a one page profile.

The annual review looks at what is important to the child now and in the future and what is working and not working in their lives. Each person centred review will automatically generate information for a one page profile, and an action from each review could be for someone to take the information and put it into a one page profile.

Sometimes, it is helpful to have a one page profile that focuses on a specific area of the young person's life, for example, it was helpful for Elsa to have a one page profile that focused on making friends in her youth group.

Every child needs a general one page profile about what matters to them and how to support them in school. You may decide that a young person needs an additional specific one page profile to support a specific learning goal, or one to enable them to join in an out of school activity like Brownies or a sports club.

It is important to keep the purpose of the one page profile in mind when extracting information from the review to form the profile. The following diagram illustrates how information collected under each of the headings of a review to create a one page profile.

Review heading

What people like and admire about



Profile heading

Things people love about

How?

Ask the child to pick 3 or 4 of their favourite compliments to put on the profile.

What is important to now



Important to

How?

Pick out some of the issues relevant to the purpose. You might need to research a few more if you are creating a profile to support friendship or an out of school setting.

What's important to for the future?



Dreams
To support well

How?

Pick out one or two aspirational dreams for the future that the child would be proud for others to know about – they might want to pick their own. Make sure that support is put in place to work towards these dreams in some small way.

What's working/
not working



Important to
To support well
What we love about ...

How?

Think about what you need to do to keeping 'what's working' going. Do you need to put anything into 'important to'? Does a particular kind of support need to be continued to maintain the success?

Have you learned anything about what's 'important to' from considering the 'not working' list? What support does the child need to turn around the 'not working' list?

Is there anything you could add to the 'love about' section that would encourage people to notice what's working and look deeper at what's not working?

Review heading

Profile heading

What support does
need to stay healthy and safe?



To support well
Important to

How?

Translate this into very practical and specific support needs. Remember to make sure that it is written in a way that the child is happy to share and preserves dignity. This is not the place to describe personal care needs.

Is there anything you have learned about how the child likes to be supported? Include this information in the 'important to' section.

Questions to answer,
issues to resolve?



Purpose
How to support Purpose

How?

This section of the review might give you some information that leads to the purpose or information about good support. It is also possible that nothing from this section needs to go onto the one page profile.

Action Plan



Purpose
How to support Purpose

How?

The action plan will give you individual education plan (IEP) targets and other areas of work. You can support family members to create a profile for out-of-school settings. The action plan is your main source of 'purpose'. Remember it is better to have separate profiles rather than squeeze too much information into one.

7. Using, sharing and updating one page profiles

Teachers in schools across the UK are trying different ways to use, store, display, share and update and one page profiles, and most importantly ensure that they are used by all teaching staff.

Here are some ideas to consider:

- Creating a one page profile wall in the class room.
- A one page profile file on the teachers desk.
- Having summary information from the 'how to support each young person well' section on cards on a ring, that is easy to flick through.
- Each young person having their copy in their tray, and having a monthly activity where they review their profile and update it.
- Using parents evening as an opportunity for parents to add to or review the one page profile.
- Updating one page profiles at the end of the school year and sending them home with school reports.
- Using one page profiles to create a whole class 'What is important to us' and 'How we help each other in class' poster.
- An assembly activity where young people share elements of their one page profiles.
- Using one page profiles as a basis of consultation with young people to inform the school development plan, by asking them to look at their one page profiles and think about two things that are working for them at school and two things that are not working for them. Use this to create class feedback for the school development plan.

Other ideas

Examples

LAURA

WHAT OTHERS LIKE ABOUT ME, AND WHAT I LIKE ABOUT MYSELF

Artistic, Caring, Good at climbing, gives great cuddles
Good at making, drawing and building stuff
Creative, Thoughtful, Adventurous

WHAT IS IMPORTANT TO ME

- Having 2 cats - Emily and Jess
- My three stick insects, and seeing if their eggs hatch
- Playing with my friends - Emily, Abbie, Eleanor and Caitlin
- Seeing my cousins , Honor and Phoebe
- Going to Oasis every year with Granny, Aunty Wendy, Uncle Dave, Aunty Clare and Uncle Miguel
- My art box-and doing art at home several times a week
- My yellow teddy, Sunny, who sleeps on my bed
- Knowing what is going to happen each day, and planning ahead for special things like my birthday (I like to plan my party about 4 months in advance!)

HOW TO SUPPORT LAURA

- Laura is sensitive and perceives a small negative comment as a big telling off
- Laura needs lots of praise and encouragement
- Laura does not like change very much and particularly needs lots of reassurance about changing classes
- Laura can seem quiet and shy before you get to know her, she may need you to initiate conversations

Thank you to Granny, Aunty Wendy, Uncle Dave, Aunty Clare, and Uncle Miguel for helping Laura, Mummy and Daddy to write
Laura's plan for school

JANUARY 2005



HANNAH'S ONE PAGE PROFILE



GREAT THINGS ABOUT HANNAH

She is clever and cool

She is funny

Hannah is very pretty and always kind

She is trendy and sporty

She is good at playing the piano

She is happy and thoughtful

She is fun to be with

WHAT'S IMPORTANT TO HANNAH?

- Drawing with water pastels and doing pictures.
- Chatting to my friends in Golden Time.
- Having pizza for school dinners.
- Playing with Siobhan, Heather, Abbey and Sophie.
- Playing with my Bratz dolls.
- Watching TV - my favourite is Merlin.
- Making things like Playdough cakes and things out of salt dough.
- Having friends for a sleepover and making dens.
- Going on a trampoline.
- Watching DVDs (with popcorn!).
- Going to bed with my favourite soft toys.

WHAT YOU NEED TO KNOW TO SUPPORT ME

- Hannah is quiet at school but underneath has lots of energy and a very lively personality which people who know her well get to see. She needs to release this energy by doing energetic things such as singing and dancing, otherwise she can, in her own words get 'giddy'.
- Hannah is very good natured and often puts other people's wishes before her own. She sometimes needs encouragement to put forward what she wants or is happy with.
- Hannah can get anxious about certain issues or situations and this could appear to others that she is being difficult. If she appears difficult, talk to her about what the issue is and she usually needs lots of reassurance.



Elsa

What we like and admire about Elsa

Good dancer, great artist, good imagination, good at asking questions.

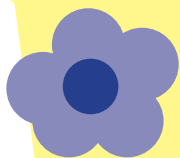


What is important to Elsa

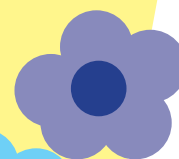
- ✓ talking about future plans
- ✓ making choices
- ✓ celebrations, mine, yours, everyone's
- ✓ being one of the gang
- ✓ watching and talking about films
- ✓ writing and telling stories
- ✓ seeing friends out of school

What is good support

- I need time to get to know you
- Don't treat me like a baby, it just takes me longer to learn and do things
- Don't do things for me, give me the time to do it myself
- It is ok to help sometimes, I might ask for your help
- I lip read so I need to see your face when you are talking to me
- I will understand what you say if you say it right. Use short sentences, plain English and ask questions to make sure I have understood.
- Please can you give me time to answer you when you ask me a question
- If I don't answer, check that I have understood the question.
- If you don't understand what I say, ask me to say it again, don't pretend
- If I do something you think is silly, don't laugh at me, explain what I have done wrong and how to do it differently
- Help me to act my age
- I hate being stared at and laughed at
- Find ways to help me join in - if I'm on the edge I'm worried
- Don't rush me, give me time - rushing stresses me and slows me down
- I need lots of information and encouragement to try some new things



All about me, my family and friends

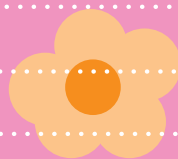


my name

my age

my birthday

what my family love about me



my best friends...

if I was an animal I
would be (draw it here)

my favourite things...

yummiest food

good places to go

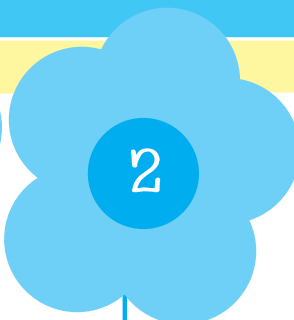
best teacher

things to take
on holiday

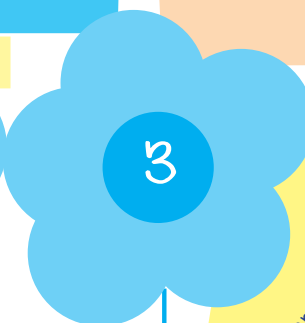
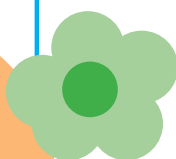
when I grow up...



my 3 wishes are...



my best kept secret (shhhh)



things that make me laugh...

designed by Julie Barclay with Kate Sanderson and Phoebe Gitsham