One-page profiles with children and young people

Lorraine Erwin and Helen Sanderson
One-page profiles are a simple and versatile tool that capture key information about a child or young person. Information is structured under standard headings that enable teachers and other professionals to understand what is important to the child and how best to support them. Compiling one-page profiles is a key skill in developing person-centred approaches in schools. This article demonstrates the benefits of using one-page profiles through a number of stories showing how this tool can support person-centred approaches with individual children, curriculum development, school development plans and staff management.

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The context

Government policy has been moving towards a better approach to the well-being of children and young people, giving them a greater say about their lives, for example with Every Child Matters\(^1\) and Aiming High for Disabled Children\(^2\). The Department of Health recently released the guidance Personalisation through Person Centred Planning\(^3\) to help councils meet the obligations of the Putting People First\(^4\) programme and the Independent Living Strategy\(^5\). This includes specific advice on including these principles in schools and transition planning.

We are seeing more examples of good practice, enabling the voices of children and their families to be heard and a lot is being done to develop better ways of working. For example, in transition support for young people, professionals are increasingly focusing on what is important to the young person and striking a better balance with what is important for them. Increasingly, professionals are recognising the benefits of using person-centred thinking skills, reviews and planning with very young children and their families more, instead of just at pivotal transition points in a child’s life.

Many schools across the country have been using person-centred approaches to help young people to get ready for life after school. Schools can make a huge difference to the lives of young people and some schools are now developing person-centred planning, thinking and reviews as ways of working. This is having a beneficial effect on how they support children and young people, in what young people learn through their curriculum and in influencing school development and improvement based on the voices of children, young people and their families.

Person-centred thinking skills are the foundation of person-centred planning and person-centred approaches. They are central to supporting young people to have the lives that they want. They hold the key to equipping school staff and children’s services with the skills to listen more closely to what matters to children and young people in their day to day work. Person-centred thinking skills can also help staff focus more on meaningful outcomes for children and young people, to ensure we are acting on what is learned when young people share what matters to them and how they want to be supported in their life.

At the heart of all the person-centred thinking skills, indeed the essence is ‘Important to/Important for’. These are the main headings in one-page profiles in addition to ‘What people like and admire’ about the person. ‘Important to’ describes what matters to the person from their perspective through their words or behaviour. ‘Important for’ is about the help and support the person needs to stay healthy, safe and well. The skill is to be able to separate what is important to someone from what is important for them and achieve a better balance between the two.
Laura’s story - the origin of one-page profiles

Laura was six when she started to say she did not want to go to school and was scared of her teacher. She had been told off for not having the right clothes for sports. Her mum went to meet the teacher who said she had not been able to get to know Laura because she was quiet in class. The teacher explained that she had not told Laura off but that Laura needed jogging bottoms so her legs wouldn’t get cold.

Laura’s parents decided they could help the teacher learn more about Laura by developing a profile for her. Laura asked her extended family what they liked and admired about her, and then later, she sat down with her mum to work out what information she would keep in so they could share it with her teacher.

Laura’s teacher said her profile would have been really useful at the beginning of the year and talked about helpful it would be at transition times like children coming from nursery into school and moving from class to class. Laura, her parents and her teacher update the information at the end of each school year. It has information about what is important to Laura - “my art box and doing art at home several times a week” - and how to support her - “Laura is sensitive and perceives a small negative comment as a big telling off”.

One-page profiles can provide a focus for anyone who supports children and young people. They provide a snap-shot of what quality of life means at any age and stage of a child’s life. They are by no means a replacement for more detailed planning, nor do they describe all the wonderful facets of a child or young person.

One-page profiles provide a snap-shot of what quality of life means at any age and stage of a child’s life.

How nurseries are using one-page profiles

Starting nursery can be a time of great excitement for a child and their family but also an anxious time as we hand our little ‘bundles of joy’ over to someone else. As parents/carers we often have so much information we want to share, for example what our children’s favourite toys are, what routines are imperative, what they like to eat and don’t, and what comforts them when they are upset. One-page profiles provide the means to record this thinking and information for parents/carers and give nursery staff a head start in getting to know the child in a more meaningful way. This helps the child settle in more quickly so they can get on with learning and exploring their new environment.

The development of the one-page profile can begin with the initial visit between nursery staff and the parents/carers and can then be updated by both parties throughout the child’s time in nursery. By the time the child leaves nursery and starts school, the profile is well developed and again is a rich source of information for school staff. Shannon’s one-page profiles, shown below, used in her nursery and school, show how these profiles can grow and develop with the child.
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
SHANNON
(Shanni)

What people like and admire about Shanni...
- She's beautiful!
- 'Mummy's little chicken'
- A little princess
- 'Funny' determined
- 'Very affectionate'
- 'Gorgeous'
- 'Loving and giving'

What's important to Shanni...

About the people in her life and her relationships...
- To live with her Mum and partner Paul
- To spend time around other children playing and having fun (eg dressing up, watching C-Beebies, playing) - particularly her friends Tia, Rio, Callum, and her friends from play-group
- To go and see her family in Ireland at least once every 3 months (Granny Renee, Granda, Auntie Karen, Uncle Colin and Gary and most of all her cousins Cole, Shanni and Chloe have a very special relationship)
- To stay with her dad once every fortnight

About how Shanni spends her time...
- To have a sing and a dance pretending to be a princess everyday
- Anything to do with princesses
- Fairies, castles and all things fantasy
- Watching C-Beebies - loves Pippin from 'C'mon Outside', Charlie and Lola and Princess DVDs - Cinderella, Snow White, etc
- Being able to play outside when
- Her favourite day out would be

About mealtimes...
- To have a picnic when she want
- To have her favourite foods
- Shanni for more information!

About clothes...
- To wear shorts with a top
- Clothes as often as she can
- Dressing up when she want
- White dress, with more

About important routines...
- To spend time 'washing down' before she goes to bed after her bath (for about half an hour) in the kitchen. This can be a piece of cake, a little bit of chocolate and a cuddle on the sofa.
- To go to sleep with her cuddly toys and books in bed beside her
- To have a bedtime story (at the minute it's stories from her red book or her Fairy Book) - she will tell you what she wants
- Blanket or 'so-soft' when she wants it and particularly when she is upset or tired

About her independence...
- To be able to do as much as she can for herself eg, getting dressed/un-dressed, walking up and downstairs, getting out of the car

How best to support Shanni...

At mealtimes...
- Shanni prefers to eat little and often (as opposed to a bigger meal or mealtimes)
- Some of her favourite foods are sausages, eggs, carrots, pasta, mince and custard. It's best not to force her to eat, or make an issue about it. She also tends to eat more in the evenings.

At 'bath-time'...
- She doesn't really like going to the bath which she has every night (but often enjoys it sink in the bath). Tell her it's 'bath-time' and encourage her to get undressed herself (she prefers this). She also prefers to get in the bath herself but you need to stand beside her to make sure she doesn't slip - likes playing with tubs, empty bottles and her Bratz girl doll in the bath and prefers to have a bath with mummy. Shanni has her hair washed once every 2 nights and loves a fluffy towel wrapped around her as soon as she gets out

At bedtime...
- Shanni can get tired during the day but its best if she doesn't sleep as it makes it difficult for her to go to sleep at bedtime. Bedtime for Shanni is 8.00pm

When she is having a bad day...
- When she is upset it is usually related to her being tired or she is frustrated when she is struggling to do things herself. Bend down and give her eye contact, talk in a quiet voice and try and figure out what is wrong. She doesn't like a fuss when upset so keep conversation to a minimum only try if she needs help remind her to ask for help the next time. Shanni often needs you to offer her a way out of the situation so offer 2-3 minutes ask her is she wants a cuddle
- Shanni doesn't like food shopping (she calls it 'the big shop'). What works best when shopping is to let her choose if she wants to sit in the trolley, involve her in
What’s important to Shanni...

About the people in her life and her relationships

- To live with her mum and Paul and have fun with them
- To spend time around other children playing and having fun (e.g. dressing up, watching C-Bebbies, DVDs, singing and dancing, playing outside) – particularly her friends Joe, Ria, Catlin
- To go and see her family in Ireland at least once every 3 months (Granny Renee, Granda, Auntie Karena, Uncle Colin and Gary and most of all her cousin Chloe. Shanni and Chloe have a very special relationship)
- To stay with her Dad once every fortnight
- To spend time with her baby brother when she is at her Dads
- To go and see Jay Jay at least once a week
- Her friends Sam and Rashana at school and playing with them everyday

About how Shanni spends her time

- Anything to do with princesses, fairy tales, and all things fantasy
- Watching C-Bebbies – ‘Charlie and Lola’ and DVD’s ‘Shrek movies, High School Musical, fairy tales’
- Being able to play outside when she wants to (riding her bike, running around, having a swing or a slide etc)
- Her favourite day out would be to be around animals, the beach or going to visit castles
- Going to the cinema at least once a month
- Going to the park – must feed the ducks first, then the park and then go for a ‘Dora adventure in the forest’ – even better with a picnic
- Writing – letters, her name and colouring in and drawing pictures
- Playing her Nintendo DS – Nintendog, Cooking Mama and Disney Princess
- Playing with ‘Kelly’ her favourite Teddy
- Putting on a show for people and her ‘toys and dolls

About mealtimes

- To have her favourite foods during her week (see ‘To be Successful in supporting Shannon’ for more information)
- To have a treat every night after the bath – chocolate, cake, biscuits

About her clothes

- To help choose what she wears everyday – likes tee-shirts with jackets over and woolly skirts, and to be able to change her clothes when she wants to

About school

- To be praised when she does well (loves you to say ‘excellent’) Needs to know her teachers are pleased with her

About important routines

- To spend time winding down before she goes to bed after her bath (for about half an hour) with a treat. This can be a piece of cake, a bit of chocolate, a cuddle on the sofa and a climb on Paul the giant
- To go to sleep with her dolls/teddies and books in bed beside her
- To have a bedtime story (at the minute it’s Charlie and Lola stories) – she will tell you what she wants

How best to support Shanni...

At mealtimes

- Shannon prefers to eat little and often (as opposed to a bigger meal at mealtimes). Some of her favourite foods are sausages, eggs, carrots, pasta, Mumi’s cottage or chicken pie and honey on toast. It’s best not to force her to eat, or make an issue about it. She also tends to eat more in the evenings

About any transition

- When you want Shanni to move onto another activity (particularly if she is really enjoying what she is doing) give her prior notice about 5 minutes before. If it’s something that she doesn’t want to do talk about some of the things she does like about it eg at bedtime a story she enjoys, bath-time - the bubbles, mealtimes - talk about what she is having to eat and how she can help to make it and get involved, school seeing Sam and her other friends

About her homework

- That Shanni reads 5 times a week – school reading book and sentence building (usually Sunday-Thursday) Shanni enjoys making up her own sentences and likes to hear what you are writing about her in her reading record
- Shanni is concentrating at the moment on her writing – can write her name well but take advantage of fun learning situations (games, writing cards to people, writing letters to people) where she is learning to write other words
- Shanni is great at maths and we are now concentrating on adding and counting objects

When she is having a bad day

- When she gets upset it is usually related to her being tired or she is frustrated when she is struggling to do things herself. Bend down and give her eye contact, talk in a quiet voice saying ‘Stop’ and try and figure out what is wrong. She doesn’t like a fuss when upset so keep conversation to a minimum initially. If she needs help remind her to ask for help the next time. Shannon often needs you to offer her a way out of the situation so after 2-3 minutes ask her is she wants a cuddle
- Shanni finds it difficult to share with other children sometimes. She seems to believe that the other child is going to take her toys away. Again bend down to her level, remind her that she needs to share and explain that the other child will have their turn and she will have hers. Give her lots of praise when she shares. It also works to remind Shanni that other children have to share also.
- Sometimes you need to remind Shanni not to shout. What works is to get down to her level and get eye contact, talk to her in a calm, quiet voice ask her not to shout and respond to what she wants when she stops shouting

About car journeys

- If you are on a long car journey (longer than half an hour) make sure you take some water and a snack, paper, pens and colouring books. She also loves listening to music. When she jumps out of the car remind Shanni to go straight to the footpath

What People Like and admire about Shanni

She’s beautiful
Mummy’s little chicken
A little princess
Funny
Determined to succeed
Creative and has a great imagination
Very affectionate
Gorgeous
Loving and giving
A little leader
A little performer
‘One-page profiles give nursery staff a head start in getting to know a child in a more meaningful way. This helps the child settle in more quickly so they can get on with learning.’

Flo’s first one-page profile was developed when she was three months old. In addition to the main sections, Flo’s profile also outlines some groundrules for working with the family which leads to better partnership working between families and professionals with Flo at the centre. Flo’s second one-page profile illustrates how the information about Flo has grown and developed with her. Flo also has a communication chart describing what works best in communicating with her as well as information about what good support looks like for her family’.
What we love about Flo

- She is absolutely beautiful - she has beautiful hair, eyes and smile.
- She is confident and happy.
- She has such a gorgeous giggle and sometimes it can be quite mischievous!
- She is sparky and sometimes feisty.
- She is very cuddly and loves lots of cuddles from mummy, daddy, grandma and grandad, Max and everyone at nursery!
- She loves watching people and things around her intently.
- She is a chatterbox, is always making noises and responds to people she knows making and copying lots of different sounds.
- She is really happy and bubbly.
- She has a great sense of humour - she loves bouncing and being tickled.
- She’s tough! Flo’s strength and determination can be overwhelming - she is a real fighter!
- She is strong minded and strong willed. If Flo doesn’t want to do something then it ‘Ain’t gonna happen’.
- She is brilliant at instigating fun, games and singing!
- She just loves to be a part of everything!

Flo

What is important to Flo?

- Having a routine at bedtime. Usually PJs, milk given to her by mummy (Flo is very particular about this and likes daddy to feed her milk if mummy is not there), story, musical mobile and then bed.
- Bath nights with Tom (every other night). Flo almost dies ‘Ain’t gonna happen’.
- Bath when she enters the bathroom!
- Being cuddled by people she knows, including being cuddled and kissed by Thomas!
- Playing with a variety of toys each day including her click clack caterpillar, balls, ‘woof’ the click clack dog, balloons and musical instruments.
- Flo loves cuddly toys and dolls with smiley faces. She reaches out for them and cuddles them!
- Flo loves people singing to her. Her favourite songs at the moment are ‘The frog song’, ‘Wind the bobbin up’ and ‘Twinkle twinkle little star’. Flo usually instigates these songs by doing the actions.
- Going to mini stages to sing and play instruments with mummy and Tom.
- Blowing raspberries and having them blown back to her.
- Playing with her feet.
- Sitting on mummy or daddy’s knee and throwing herself back! She thinks this is very funny!
- Sparkly and bright girly things - like the butterflies above her changing station and her string of flower lights.
- Having conversations - sometimes Flo can be very noisy when talking back to people!
- Watching Thomas’ noisy play and sometime joining in with some games like pushing bricks over.
- Watching and being with other children play including Flo’s and Tom’s cousins Lucy and Charlie and friends.
- Being out and about, particularly in busy places where other children are playing like the soft play centre.
- Looking at colourful books.
- Eating and playing with messy finger food!
- Playing in the ball bit and on the swings at Walby Farm.
- Dancing with mummy and daddy!

How to look after Flo

Stick to Flo’s bedtime routine!

In December 2007 Flo was very poorly with bronchiolitis. This now means that it is important to be aware of chest infections and bad colds.

Flo still has a brown steroid inhaler that needs to be given morning and night and a blue Ventolin and white inhaler in case she becomes wheezy. This is to be administered as and when required. If Flo needs this more than 4 hourly then she must be seen by a doctor.

Mobility - Flo has low muscle tone and at the moment we need to focus on standing and crawling.

Exercises to focus on are - standing Flo up against furniture, to put Flo on her tummy whilst bringing her knees up in to a crawling position and encouraging Flo to sit up with some support from a cushion behind.

Flo must wear her orthopaedic boots for standing.

Sit Flo on a big exercise ball to develop her balance and also use this as a support for standing.

When Flo is lying down we need to support and encourage Flo to use her hands to support herself to bring herself up so we should only reach out to one of Flo’s hands to help her up from a lying position.
**Communication** - To copy Flo’s sounds and to emphasise the sounds at the beginning of words e.g. “b” for ball. Try and encourage Flo to use other sounds and to move her mouth in other ways. Flo enjoys copying these sounds and is beginning to use words like “bye,” “woof,” and “ta.”

Showing Flo pictures with the written word and encouraging her to point to the right picture. E.g. “Where’s the ball?” It is also important to sign the word at the same time. Flo is beginning to use some Makaton signs like “more,” “fish,” and “drink.” It is important that we are all consistent and that we all develop and update Flo’s communication chart.

Play sound games - e.g. encourage Flo to pick out the instrument that is making a particular sound.

**Other ways to look after Flo**

Flo has portage every Tuesday morning with Jennifer. Fun weekly tasks are set for us and the people who look after Flo to do with her on a daily basis. It is important that Anna and Ian share this with the nursery.

To share the information recorded in Flo’s development journal and this can be used as a guide to help us set goals for Flo.

If Flo gets very upset it probably means that she is over tired. If this is the case Flo may need to be comforted by being cuddled or having her face stroked to soothe her to sleep.

To try and encourage Flo to feed herself finger food and to encourage Flo to use a spoon.

That Flo has around 3 bottles of milk a day (morning afternoon and bedtime). It is also important to try and encourage Flo to drink more water and juice from a cup. Flo can drink well from a cup, but does not always drink a lot and this needs to be monitored. Flo may need some support to drink from a cup.

Encouraging Flo to role play with her friends and dolls e.g. combing her doll’s hair and feeding her dolls.

Flo’s eyes can sometimes become sticky (particularly her right eye) and must be cleaned with salted cooled boiled water as and when needed. Sometimes it helps to gently massage Flo underneath her eye with circular movements to help unblock the tear duct. Flo is due to been seen by her ophthalmologist again when she is two.

**When you are with us please...**

Let us keep focussed on Flo and what will help her and us. Please always remember that Flo is an individual.

Always assume that Flo can do!

If we ask questions about the future, please try to answer them even if you feel it is not relevant at that point. We want to understand as much as we can so that we can try and make the best decisions for Flo.

Know that we want Flo to do what she wants in life and to be given all the opportunity to achieve her full potential – starting now!

Be specific about what support you can offer and how we will know if this has been successful.

Help us with information that we can put in this plan.

Share what we are all doing at the Team around the Family meetings or whenever it is important to do so in order for us to work seamlessly towards our goals with Flo.

Give us a copy of any paperwork as we may find it difficult to remember all the information we are given.

Give us time to think during meetings, so that we are able to make decisions well.

Do not make assumptions about us without discussing in detail with us. Please bring any areas of concern to our attention so that we can keep focussed on Flo!

**When you are with us please do not...**

Assume Flo can’t do!

Refer to Flo or other children as ‘down’s’.

Use jargon.

Make assumptions that information you have about us has been shared with us.
## Flo’s communication chart - December 2008

<table>
<thead>
<tr>
<th>When Flo does this...</th>
<th>We think it means...</th>
<th>And we should...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opens her mouth wide and goes “rigid”.</td>
<td>She is very excited.</td>
<td>Carry on the activity we are doing.</td>
</tr>
<tr>
<td>Giggles.</td>
<td>She is very excited and finds something funny.</td>
<td>Carry on the activity we are doing.</td>
</tr>
<tr>
<td>Smacks her lips together.</td>
<td>She could be thirsty.</td>
<td>Give Flo a drink.</td>
</tr>
<tr>
<td>Make a rolling movement with her hands.</td>
<td>Flo wants to sing “wind the bobbin up”.</td>
<td>Sing wind the bobbin up and do the actions with Flo.</td>
</tr>
<tr>
<td>“Flashes” her hands.</td>
<td>She would like to sing Twinkle Twinkle Little Star.</td>
<td>Sing Twinkle Twinkle Little Star!</td>
</tr>
<tr>
<td>When Flo shouts “ahh”.</td>
<td>She is frustrated and wants to stop what she is doing e.g. if she is lying on her back she may want some support to.</td>
<td>Support Flo to move Flo from the position that she is in.</td>
</tr>
<tr>
<td>When Flo cries loudly and angrily.</td>
<td>She is tired or frustrated.</td>
<td>Put Flo down for a nap or sooth Flo with cuddles.</td>
</tr>
<tr>
<td>Sometimes when Flo Cries.</td>
<td>She is hungry.</td>
<td>Feed her!</td>
</tr>
<tr>
<td>Waves her hands.</td>
<td>She is saying hello or bye bye.</td>
<td>Wave back to Flo.</td>
</tr>
<tr>
<td>Throws herself back on your knee.</td>
<td>She wants to sing “Row Row Row the boat”.</td>
<td>Sing “Row Row Row the boat”.</td>
</tr>
<tr>
<td>Bounces up and down on her bottom.</td>
<td>She is happy and excited or would like to dance!</td>
<td>Play with Flo or encourage her.</td>
</tr>
<tr>
<td>Flo uses her hands to pull out her food.</td>
<td>She has had enough!</td>
<td>Move on to pudding or finish mealtime.</td>
</tr>
</tbody>
</table>

### Makaton signs and words that Flo is using

<table>
<thead>
<tr>
<th>Waves and says “ba”.</th>
<th>She is saying Bye.</th>
<th>Wave back to lo and say Bye!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashes her hands and says “d”.</td>
<td>She is saying duck because she has seen one.</td>
<td>Congratulate Flo and repeat duck and the Makaton sign for duck.</td>
</tr>
<tr>
<td>Wiggles her hand from side to side.</td>
<td>She is saying Fish.</td>
<td></td>
</tr>
<tr>
<td>Says “w”.</td>
<td>She is saying woof and referring to the dogs!</td>
<td>Repeat the word dog and congratulate Flo!</td>
</tr>
<tr>
<td>Says “b”.</td>
<td>Ball!</td>
<td>Play with the ball with Flo.</td>
</tr>
<tr>
<td>When Flo clasps her hands together.</td>
<td>Means she would like “more”</td>
<td>Give her more of what she wants e.g. food, game etc.</td>
</tr>
<tr>
<td>When Flo puts her finger to her lips and says “ssh”.</td>
<td>Ssh!!</td>
<td>Repeat Ssh to her and be quiet!</td>
</tr>
</tbody>
</table>
# Actions and Next steps - Flo’s Profile

<table>
<thead>
<tr>
<th>Date</th>
<th>Issue/action</th>
<th>Who will help?</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 08</td>
<td>To support Flo to develop her social interaction with other children.</td>
<td>Nursery and Ian and Anna.</td>
<td>To encourage Flo to “role play” with toys e.g. playing with dolls and brushing hair, dressing, feeding etc.</td>
</tr>
<tr>
<td>November 08</td>
<td>To support Flo to develop her skills e.g. feeding herself and brushing her hair.</td>
<td>Nursery and Ian and Anna.</td>
<td>To encourage Flo to “role play” with toys e.g. playing with dolls and brushing hair, dressing, feeding etc. Also encourage Flo to actually feed herself at mealtimes.</td>
</tr>
<tr>
<td>November 08</td>
<td>Flo’s mobility is encouraged e.g. crawling and standing and eventually walking.</td>
<td>Helen, Ian, Anna, Jennifer and Nursery.</td>
<td>Put her in to a crawling position (up on her knees) and encourage her to move on her front. (use toys to encourage her). Stand Flo up against furniture. Support Flo to take small walking steps forward.</td>
</tr>
<tr>
<td>Dec 08</td>
<td>Flo’s orthopaedic boots.</td>
<td>Helen.</td>
<td>Flo to be fitted with boots in mid December. Flo must wear these when she is standing. Her feet development needs to be monitored.</td>
</tr>
<tr>
<td>November 08</td>
<td>To keep and eye on and to encourage Flo’s stability in her ‘trunk’.</td>
<td>Helen, Nursery, Jennifer, Ian and Anna.</td>
<td>Encourage Flo to stand and to sit up using support with her hand.</td>
</tr>
<tr>
<td>November 08</td>
<td>To continue trying new skills, games and toys with Flo.</td>
<td>All.</td>
<td></td>
</tr>
<tr>
<td>November 08</td>
<td>Passing ball to and from Flo.</td>
<td>Nursery, Anna.</td>
<td>To support and develop Flo’s co-ordination.</td>
</tr>
<tr>
<td>November 08</td>
<td>We would like Flo to attend the same mainstream school as her older brother Tom.</td>
<td>Anna and lan and all to support long term.</td>
<td>Anna and lan to contact mainstream schools in the area to discuss Flo’s attendance.</td>
</tr>
<tr>
<td>November 08</td>
<td>To develop Flo’s communication.</td>
<td>Lesley, Parents, nursery and all.</td>
<td>Consistent use of Makaton signs when showing and talking to Flo about objects. It is also important to use signs such as “please”, “thank you” and “more”. It is also important for Flo to see the written word when using flashcards of objects such as toys, animals etc.</td>
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<tr>
<td>November 08</td>
<td>To continue the development of Flo’s communication chart.</td>
<td>Lesley, Jennifer parents, family and friends, nursery.</td>
<td>To add Flo’s way of communicating to her communication chart e.g. when Flo does this...we think it means...(this is not just about signs and words Flo uses). It is also important to record signs that Flo uses that are not actual Makaton! It is also important to use Makaton with other adults and children that Flo knows!</td>
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Core promises to school children and their families

Ellen Tinkham School in Devon is developing ‘a core promise’ to all children and their families, that, as they go through their school life, each child will have:

• an up-to-date one-page profile
• a communication chart
• a decision-making agreement
• a home-school agreement and
• a person-centred review.

The core promise aims to create ‘effective partnership between the child or young person, family, school and other agencies’. This provides the school with a process whereby they keep listening to what works for children/young people, as the profile grows and develops with the child throughout school life. This information then forms the basis of transition planning when the child/young person leaves school.

Teachers and school staff benefit by getting to know new children in their class, as some of their comments on the use of one-page profiles indicate:

‘It gives us real understanding of the students and tells us so much.’
‘Students can participate in decision making in their lives.’
‘It allows for problem solving before the problem.’
‘It provides information for strategic development and commissioning and consistency across services.’

Supporting curriculum development

Another school, Abbey Hill in Stoke-on-Trent, uses one-page profiles in the planning and delivering of the school curriculum. Each child has their profile posted on the classroom wall highlighting the actions related to their profile. The actions form the basis of some of the children’s school targets. The Deputy Head said: ‘One-page profiles have taught me how to listen. Beforehand I thought I was listening to young people but I wasn’t. One-page profiles are about really getting to the core of what makes young people tick and then takes that and moves it forward. This work also throws up things you would have never known about the young person and would never have thought of’.

The ‘Like and admire’ heading of the profile is also having a powerful effect on the young person and life in class.

‘‘Like and admire’ has been an important thinking skill in our class - we did lessons where we concentrated on each young person and thought about what we all liked and admired about that person. We did this by putting a photo of the young person on the interactive board and then had a discussion about their positive characteristics and what their positive contributions were to the class.’

The Deputy Head goes on to share some learning for developing one-page profiles in class. ‘We have found the Listen to me booklet extremely useful in class, also as a way of helping young people begin to think about
what is important to/for them now and in the future. Each young person works through this booklet as part of their Life Skills programme and then this information is used to develop their one-page profiles. Good day/bad day at school has been a great way of helping young people focus on priorities. Most of my learning has been around not being too prescriptive in what it needs to look like and the format - be guided by the young person in whatever makes sense to them.’

‘One-page profiles have taught me how to listen. Beforehand I thought I was listening to young people but I wasn’t. One-page profiles are about really getting to the core of what makes young people tick and then takes that and moves it forward.’

Jack Tizard School in London uses one-page profiles to link person-centred thinking skills to the PSHCEE (personal, social, health, citizenship and economic education) curriculum that is using the information from the profiles to indicate what young people love to do in their local community. As young people experience different learning opportunities and try different things in their PSHCEE module, the learning is fed back into their one-page profiles. At present a school-based Working Party is working on curriculum development.

Jack Tizard School began its journey with one-page profiles with the aims of ‘increasing independence and individual achievement and helping children express their choices and develop their communication skills, leading to greater self advocacy’.

A teacher and a local person-centred planning co-ordinator ran training sessions for staff where they explored how they could embed the headings from one-page profiles (‘Like and admire’, ‘Important to the young person’ and ‘How best to support’) into daily routines and practices in school. The staff now use one-page profiles to listen to children and young people better and are using these headings in classroom routines such as circle time, careers sessions, plenaries and assemblies. The headings also form part of class teachers’ statutory record keeping and Records of Achievement/Progress Files.

Norris Bank Primary school is the first mainstream primary school that is working towards every child having a one page profile. This work is being led by Deputy Head Tabitha Smith.

“In order that One Page Profiles are meaningful to children, parents and teachers, it is essential that 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.”

At Norris Bank, there is 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 then be developed as the rest of the year progresses, and form part of the dialogue between teachers on transition, as well as used during the Summer Term Parents evening meetings.

Information tools as children move through classes

One-page profiles are proving to be excellent information tools in passing on information to teachers and learning support assistants as the child begins a new year at school. A teacher commented: ‘This is the type of really individual information it may take you a year to learn about a young person at your finger-tips at the beginning of the year. What’s even better is throughout that year you are adding to the growth and development of that information for the teacher taking over the following year. That’s got to provide a much improved and richer experience for all of our pupils.’

As with Abbey Hill School, one-page profiles are also working well as introductions to pupils for new staff and visitors to the classroom.

Jack Tizard School has carried out a formal evaluation of people’s experiences of one-page profiles. Generally, they found class teachers and support staff were highly positive, with agreement that one-page profiles were preferable to and more informative than previous pupil information sheets. For example, ‘There was agreement that the ‘Like and admire’ element of the one-page profile was great for raising pupils’ self-esteem. A teacher from Key Stage 3 stated that his pupils were ‘pleased and proud of some of the things that we said that we liked about them’.

One-page profiles were particularly useful for sharing ‘rich’ information between class teachers as well from class to class, key stage to key stage, primary to secondary and school to post-school provision. They also highlight what is important to the young person at school, at home as well as their aspirations for the future.

Jack Tizard School also learned that one-page profiles had the added benefit of ‘bridging the transition between home and school’. There were benefits for carers from other school programmes who ‘also experienced real benefits’ in working
with the young people on their one-page profiles, for example, during a class exploring how best to support each other at school one young person told a teacher to ‘keep an eye on my seizures’.

A Key Stage 2 teacher said the profiles were ‘Great for sharing positive student attributes with parents as well as what students enjoy doing at school (give parents ideas for new activities to try with students at home)’. The deputy head said ‘they allow the child’s ‘voice’ to be heard and ensures that those involved focus on the child’s actual needs rather than perceived needs’.

An evaluation of experiences at Jack Tizard School found that class teachers and support staff were highly positive - one-page profiles were agreed to be preferable to and more informative than previous pupil information sheets.

Individual Education Plans

One-page profiles are beginning to form the basis of Individual Education Plans (IEPs), by sharpening the focus on what matters to the young person. Jack Tizard School has made this a formal target in the school development plan. Strategic Target 2 is ‘To enable pupils to develop personally’ and this year’s target is to ‘Develop one-page profiles to feed into the school development plan as the learners’ voice’.

Linda Jones, a Teacher Consultant from Birmingham Educational Psychology Service, has been working with Claire Slater, a Centre Manager from the Behaviour Support Service, to train staff from the Pupil Referral Units. They are using the concept of ‘Important to/for’, ‘What’s working/not working’ to include young people’s views on their IEPs. They have also introduced the idea of using one-page profiles to replace IEPs and developed ideas with staff in the centres about using person-centred thinking to work with children and young people as they come to the centres and are supported back into mainstream school. Linda has also been working with staff (form teachers, achievement team leaders, teaching assistants and the SENCO) in a mainstream secondary school to develop similar ideas and introduce them to a range of person-centred thinking tools which can be used in their daily work with young people.

‘Using person-centred thinking in mainstream school enables staff to understand and respond to the needs of the young person as an individual and enables working partnerships with greater understanding. Person-centred thinking puts us in a position to shape and have influence over our own lives.’

Exploring best possible futures for young people

One school, Hillcrest in Bedfordshire, is using one-page profiles to help young people explore school options and think about their future. Here an extra heading is added - ‘What’s important to you in your future’. David shared that, instead of going down more traditional routes when
leaving school, he wanted to explore the training needed to work in theatre and puppetry. David also highlighted the importance of doing this work with all young people, saying ‘Some of our friends don’t talk for themselves so their profiles are really good to help people get to know them and help them’.

A teacher said ‘Many children at the school have progressed - both academically and personally - at a greater speed as a result of the person-centred process. Teamwork in the staff room has also improved as a result…. The person-centred review process gives you very rich information about the young person and a one-page profile is an excellent way of recording this information to use on a daily basis as a focus for supporting the young person. I think it’s an essential tool in schools. It helps us to focus on the young person, to support them in a very real and practical way and to help them make meaningful changes in their lives. There are so many different professionals who work with these young people, it really helps to have the continuity of information. Just one page can sum up what’s most important ….’

Adam described some of the differences his one-page profile has made to his life. ‘I like to see my friends outside of school and I like playing basketball with them. Everyone knows this now because of my profile. Also, my friends read my profile so it helps them understand me better… I was in one football team but now I’m in a better team. I’m enjoying it more. I can also show my profile to people when I go to college and when I get a job.’

The power of this work includes the opportunity to hear young people’s dreams and aspirations. One young person talked about his dreams, coupled with some really practical thinking: ‘When I am older I’m going to get married and have one child. I want to do two hours of my paper round to get small amounts of money to help my child with things for school.’

**Work and work experience**

As we move towards smoother, more meaningful experiences for young people in transition, one-page profiles are also proving really useful in work experience and working life. There is a drive towards young people having real lives and real jobs (that is, paid employment for 16+ hours) with programmes such as Getting a Life. One-page profiles provide excellent information and a focus for transition staff, employment organisations, colleges and employers to help plan the support young people need for their working life.

Sharon’s work one-page profile shows that she needs to know exactly what she is doing each day she is working, her mobile phone is one of her most important possessions and she keeps it close at hand constantly. Going to McDonald’s for a strawberry milkshake (her favourite flavour) is a treat when she has been working hard. When at McDonald’s, Sharon likes to check the dates of her next meeting with her support worker, Gail, and plan what
they will be doing; she records this in her diary.

Sharon eats slowly and likes plenty of time for lunch so this needs to be taken into consideration. As she also likes to keep an eye on her weight, she needs gentle reminders of the snacks/drinks she has had that are high in calories, so that she can make choices for herself and not eat too many high calorie snacks.

Although Sharon understands money she needs support to budget her money for the day. When arriving home with Sharon it is good to ensure that she writes her appointments on the calendar in the kitchen so that her sister can remind Sharon when she will next be working.

This highlights that knowing what is important to young people and what good support looks like for them can lead to their having a meaningful, enjoyable working life.

One-page profiles provide excellent information and a focus for transition staff, employment organisations, colleges and employers to help plan the support young people need for their working life.

One-page profiles for health issues

One-page profiles can be used for very specific areas of a child’s life. One family developed a profile outlining what people loved about their daughter Jay, what was important to her in hospital (for example her teddy at all times and watching CBeebies) and what worked best in supporting her (for example, knowing that Jay ate little and often and was put off by too much food on her plate).

Working with children and young people who have complex health needs or degenerative conditions is a developing area. It can be difficult to get the right balance of staying healthy alongside what’s important to the young person. Therefore it’s imperative that we listen closely to what quality of life means to these young people so that we make sure their health is the best it can be while providing support in the context of what really matters to them.

School development and changing the culture

The concept of ‘Important to and for’ is proving to be a really useful tool in how teachers think about and support young people in their daily teaching practice. School staff are beginning to look at particular situations in young people’s lives in different ways to achieve the ‘better balance’. Abbey Hill School’s Deputy Head shares a story to illustrate this.

‘A young person at our school was recently suspended from an establishment he attended to do particular activities … when he became very upset when someone threw his cap on the roof of a building. I used the ‘Important to and for’ thinking tool to explore this with the young person around what his behaviour was telling us. This was a different way of working and thinking for me and we arrived at a different
HOW BEST TO SUPPORT ME

- Make any travel arrangements with me so I
  will know the time, date, journey and who
  I will be travelling with.
- If I am going out anywhere help me to work
  out how much money I will need for the day.
- Talk me through my decision making agreements
  we have made with me.
- Ensure I know plenty of time to eat my
  lunch at least 45 minutes prior to leaving.
- To have a healthy diet if you are out with me
  during the day e.g. drinks and snacks
  give me a little reminder of what I have had.
- To ring me and let me know if you need to
cancel or rearrange any appointments you
have made with me.
- Check with me that I have written all my
appointments in my diary and on the calendar
at home.
- Talk through what we will be doing next time
we meet.

WHAT PEOPLE WHO KNOW
SHARE ABOUT HER.

- Brilliant memory for names.
- Her enthusiasm and passion for the
  work that she does.
- How confident she is when delivering
  training.
- Her sense of fun and adventure.
- Her really admirably her honesty.
- Her sense of fun and adventure.
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level of understanding by using this thinking tool than we would have previously. The reason the young person had become so upset was that the cap belonged to his brother and his brother was the most important person in his life.’

The Head Teacher at the school describes this change in thinking in using ‘Important to and for’ in daily practice. This story also highlights how the culture of the school can change as a result of listening to young people better and reviewing school policies and procedures in the light of their views.

‘A young person who attends our school was constantly being sent to my office for leaving school without permission - this was mainly due to the fact that she was coming to school wearing jewellery and make-up and the school has a policy stating that this wasn’t permitted. Various approaches had been tried and failed .... so I used ‘Important to and for’ the young person to figure out a way forward. I realised that wearing make-up was extremely important to this young person particularly in relation to her identity. We explored what a better balance might be in .... what was important to and for her and we agreed together that she would stop wearing jewellery (as this was dangerous in some of her classes, for instance physical exercise) and that she would wear a toned-down version of make-up to school. That led me to thinking about how many other people in school want to wear make-up and what was the thinking behind a school policy that wasn’t making sense to young people. I shared this thinking with the governors and managers of the school and asked them to review the policy.’

Using ‘Important to and for’ in daily practice shows how the culture of a school can change as a result of listening to young people better and reviewing school policies and procedures in the light of their views.

Pupil Intervention Programmes

The concept of what is ‘Important to and for’ a young person is having quite an effect on Abbey Hill School’s Pupil Intervention Programme. One-page profiles are providing the staff with a different way of approaching the support required for young people who have labels of ‘challenging behaviour’. There is more of a focus on what the young person’s behaviour indicates about what is strongly important to them while exploring with them what support works and doesn’t work when they are having a bad day. ‘Important to and for’ used in conjunction with communication charts are working particularly well for a number of children. A member of the learning support staff in school said, ‘It’s quite amazing.... When you approach a difficulty a child is having with ‘Important to and for’ and communication charts you often don’t need the Pupil Support Programme at all. It really helps you listen better to what the young person is telling us’.

One-page profiles are providing school staff with a different way of approaching the
support required for young people who have labels of ‘challenging behaviour’.

Abbey Hill School is also using a number of the person-centred thinking skills to ‘listen better’ when children return to school after being excluded. The head teacher would traditionally meet the young person after their return to school, with their family, to go through the school rules again. Instead the head teacher has been trying two of the person-centred thinking skills, that is ‘What we like and admire about you’ and ‘What’s working and not working about school life for you’ to provide a focus for things to build on and things to change. This information tells school staff a lot about what is important to the young person and what works best in supporting them which can then be added to the one-page profile. A learning support assistant describes her experience in being involved in this process with a young person called ‘Peter’.

‘We found out many more things about Peter that we probably wouldn’t have previously, for example that he doesn’t like a lot of staff around him when he is upset. This lead to an action that when Peter was upset only one member of staff would support him through it, which included a five minute period to ‘cool off’. Peter’s attitude to school has completely changed. Any bad days for Peter are now quickly overcome. We are reading Peter’s communication a lot quicker and putting in place what is important to him which has lead to a much greater reduction in his [challenging] behaviour.’

One-page profiles for a whole class and school

Abbey Hill School has developed one-page profiles for whole classes, outlining what class members like and admire about each other and what is important to the class as a whole, for example ‘Friday is a more relaxed day where we get to play more’ or ‘everyone’s voice in our class is equal’. The profile also identifies what works best in supporting everyone to learn well, for example ‘we use a range of tools and resources to learn, that is through projects, artwork, computers and the interactive board’ as well as ‘using rounds so that everyone gets a chance to contribute in class’.

Class one-page profiles create a shared understanding of how to work best together to maximise learning in the classroom. This can also lead to greater responsibility and accountability for young people in that it is a shared understanding and involves agreement between class members. They also empower young people to have more of a say about the structure of their week and what they do in class.

One-page profiles for a whole class create a shared understanding of how to work best together to maximise learning in the classroom. This can also lead to greater responsibility and accountability for young people in that it is a shared understanding and involves agreement between class members.
At Norris Bank Primary School, Deputy Head Teacher Tabitha Smith has been working with teachers to find different ways of getting started with one page profiles in class. One teacher has begun by using ‘appreciation stickers’.

“Teachers always use stickers as a reward, for both good work and good behaviour. However, usually these stickers are generic ‘well done’ stickers so that after the event children often forget why they were given it. Working closely with Helen, we developed a system whereby the children would know exactly why they were being given a sticker. Starting initially with just one class, we are now rolling the system out throughout all our Key Stage 2 classes and over the coming year will introduce it to the rest of the school. The children designed stickers that had space where the teacher (or indeed a fellow pupil) could write the reason for being awarded the sticker. These stickers were bright and cheerful, and were then put onto a personalised sticker chart.

“This sticker chart was designed by the pupils as part of their ICT lesson, so that they really had ownership of the project. Over time, the stickers created a ‘bank’ of real examples of occasions when they had been proud of what they had done - be that socially, emotionally or academically.

This information then feeds into the One Page Profiles, as there are real examples of what each pupil is good at, and it reflects their strengths very clearly.”

“These stickers provide very real evidence of the strengths of each child, and it certainly increased their self esteem and sense of self worth.” (Class Teacher)

Staff one-page profiles

One-page profiles are really useful for staff teams too. One of the characteristics of a person-centred team is that it has a shared purpose. The team knows what is important to and for its members, roles and tasks are allocated according to member’s strengths and interests, and the team regularly reflects on what it is learning. A one-page profile is an excellent tool to provide a focus for what people like and admire about staff members and what they contribute to the team, what is important to them at work in relation to achieving the team’s purpose and what works best in supporting them. Developing one-page profiles with staff teams can contribute to a positive change in the school’s culture. If there is an expectation that staff will support young people in a person-centred way we need to be managing staff in a person-centred way too. Paula’s profile, shown below, is an example of how this can work.

‘If there is an expectation that staff will support young people in a person-centred way we need to be managing staff in a person-centred way too.’

One page profiles and staff development

At Norris Bank Primary school, the Head Teacher wanted to use the
# Paula’s One Page Profile

<table>
<thead>
<tr>
<th>What is important to me at work</th>
<th>What others like and admire about me</th>
<th>How best to support me</th>
</tr>
</thead>
<tbody>
<tr>
<td>• That I have done my best and made a difference</td>
<td>• That I ‘speak’ through my actions</td>
<td>• I need my ‘wanderlust’ i.e. thinking time; I may have to leave the room or make the space quiet to do this effectively</td>
</tr>
<tr>
<td>• That the young people are happy</td>
<td>• My courage</td>
<td>• To have a dedicated and uninterrupted time to discuss things thoroughly</td>
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<tr>
<td>• To have time to listen to others and share ideas</td>
<td>• My creativity</td>
<td>• To get back to me within a working day, even if it is to allocate and arrange ‘talk time’ for another day</td>
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<tr>
<td>• Arrival routines; this includes going to a coffee shop before I go to work to prepare for the transition for the day</td>
<td>• My sense of humour</td>
<td>• To tell me of any changes that may be happening and give me chance to respond</td>
</tr>
<tr>
<td>• Passing on information to people and that they respond to me within an agreed time</td>
<td>• That I am very person centred</td>
<td>• To have my PPA timetabled for when the pupils are in specialist lessons so that I can get on with paperwork</td>
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<tr>
<td>• To be included in decisions that affect me</td>
<td>• Commitment and passion</td>
<td>• When I am upset, to ask me whether I need to just sound-off or action plan</td>
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<tr>
<td>• To get things done</td>
<td>• That I am tolerant</td>
<td></td>
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<tr>
<td>• To have thinking time and space to make sure that I feel that I’ve made ‘good’ decisions</td>
<td>• That I am supportive</td>
<td></td>
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<tr>
<td>• That I get the chance to say what I think and not worry</td>
<td>• My sense of justice and ‘fair play’</td>
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<td></td>
<td>• That I look at things in a different way</td>
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<td></td>
<td>• That I work hard</td>
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<td></td>
<td>• That I can inspire others</td>
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**idea of One Page Profiles as a basis for recording the outcomes of the school’s Performance Management cycle.** Therefore, every teacher has a One Page Profile stating interests and strengths as well as targets. This allows the school to work with and develop further the different strengths and interests of the staff. This same system has been introduced as the Teaching Assistants start a Performance Management cycle. In this way, One Page Profiles start to become our way of recording information about everyone in the school teachers, Teaching Assistants as well as children. It helps to keep in mind what people like and appreciate about each other, focus on what is important to each of them, as well as knowing the specific ways that everyone can support each other.
Growing and developing the information from a one-page profile

One-page profiles are in no way a tool to replace a fuller person-centred plan for a young person and some young people will need more than a one-page profile, for example those with complex support needs. A one-page profile can however grow and develop into a person-centred plan for school, sometimes known as a 9.00 – 3.15 plan. At the heart of this plan are the fundamental headings in a one-page profile, that is ‘Like and admire’, ‘What is important to you’ and ‘How best to support’ but other headings and information are added to describe what the child or young person needs. Julie’s 9.00 - 3.15 plan is an example.

Julie, her family and school staff wanted a greater understanding of how she was communicating with others and how Julie wanted them to communicate with her so they added some communications charts. Her plan also has a recent ‘What’s working and not working in her life’ with actions to maintain the things that are working and change the things that are not working. Everyone also wanted greater clarity about who was responsible for what in providing good support to Julie at school. The person-centred thinking skill they used to help them was the doughnut.

A one-page profile can grow and develop into a person-centred plan for school, sometimes known as a 9.00 – 3.15 plan.

One-page profiles are only effective if they are ‘living documents’ in young people’s lives that lead to specific actions. One way of developing an action plan around a one-page profile is at a person-centred review, a process designed to replace any existing review process, which has a greater focus on what is important to a young person and what works best in supporting them. All statutory requirements can be met within the process. Information from a young person’s one-page profile is brought to the person-centred review. A ‘Working/not working’ from the perspective of the young person, family, school staff and others is carried out which leads to a specific action plan to maintain and build on what’s working and change what isn’t working.

Jack Tizard School says: ‘One-page profiles provide a way of enabling our pupils to participate in a way that is meaningful and relevant to them in their statutory review. The profile forms the front page of the statutory annual review report. For school leavers the profiles are forming the front page of the ‘Leaver’s Transitions Pack’ which is providing professionals with vital information about young people’s futures beyond school.’

Reviewing profiles in parents’ evenings

Parents’ evenings provide another really good way of reviewing how well we are doing in supporting young people and developing the information in their one-page profiles. During the evening, the young person, family and teacher can review action plans and add new information to the profile.
JULIE
9 – 3.15 Person Centred Plan

First draft - April 2006, for review in June 2006

WHAT PEOPLE LIKE AND ADMIRE ABOUT JULIE

Julie is...
* 'Very popular and well liked by others'
* Caring
* Very sociable
* 'A real copEr'
  - even when poorly
* Has a good sense of humour

WHAT IS IMPORTANT TO JULIE

About relationships...
Knowing when she has done something well
Seeing her friends, Kate, Lucy, and Anna every day, and playing with them at play time.
Sitting next to Kate at lunch time.
Working as part of a group in class for some time every day

About how she spends her time...
Science with Mrs Lucas on Monday
Weaving with lots of colours in the lunch club on Tuesdays
Art, particularly painting and clay work
Working on the computer twice a week and using the touch screen
Using her 'Sit and Move' cushion during the day

WHAT IS IMPORTANT FOR JULIE?

WHAT DO WE NEED TO KNOW OR DO TO SUPPORT JULIE?

About relationships...
Sometimes Julie will 'copy' the behaviour of other children (even negative) You need to know that she often sees this as a game. If you see her doing this, distract her with an activity that she likes.

About staying healthy and safe...
Julie needs someone with her at all times (both indoors and outside)
Julie needs you to help her across the road. She also can find it difficult to distinguish between the road and the pavement. Therefore if you are walking with Julie, make sure that you are walking on the road side, and that she is close to you.
Julie currently takes medication - Thyroxine, Septrin, Beclomethasone, Ventolin, Omeprazole and Mottilium (see medication chart for more details)
Julie in the past has had lung disease and has chest problems. When she is 'chesty' she needs prophylactic antibiotics and inhalers daily. You need to know that this can make her breathless, especially on exertion.
Julie has poor circulation especially in cold weather. This means that when she's outside her extremities can be purple. This can result in severe pain in her hands and feet. Julie can obviously find this very upsetting. Ensure that she has gloves and her hat on in cold weather.
Julie has a wide gait and can be unsteady on her feet.

About feeling tired...
Julie sometimes finds it difficult to sleep which means she can feel tired during the day. When she feels tired things like walking can be difficult for Julie (see communication chart)
When tired Julie can also get upset and won't respond to what you would like her to do.
Julie has hypothyroidism which means she experiences lethargy and tiredness sometimes.

One Page Profiles with Children and Young people
This process is enhancing better partnership working between home and school.

**Conclusion**

We have explored how one-page profiles not only benefit the young person but families, staff and schools as a whole. They give us a focus for what is important to the young person now and in the future, encompassing the various transition points where very often crucial decisions are made. The one-page profile can act as ‘the child’s voice’ at major decision points, informing a more meaningful direction based on what matters to the child/young person. We have also explored what one-page profiles have to offer to the curriculum and the culture of the school.

We need to be mindful that the creation of a profile on one page is only the first step. The profile is meaningful only if it’s ‘alive’ in young people’s lives and if it’s accompanied by an up-to-date action plan. There should be as much time, effort and focus on the implementation of the action plan, if not more, as putting the one-page profile together. Presentation of one-page profiles requires consideration so that the profile makes sense to the young person. There are different ways of presenting one-page profiles such as DVDs, pictures, photos, graphics and objects, but it’s important to make sure there is always a written version so that everyone in the young person’s life understands the information.

With the focus of listening to children and having the voice of the child at the heart of future delivery and planning of services for young people, one-page profiles are proving to be an incredibly versatile tool in schools. One-page profiles are now becoming more popular in services for adults and older people. Childhood years are the foundation years of life so how different would young people’s futures be as adults and older people if we listened more closely to what we liked and admired about young people, what was important to them and what worked best in supporting them as early as we can? In the words of one young person whose school has been using person-centred approaches for a few years: ‘Is the adult world ready for me as I’m used to being listened to in this way?’

**Further reading**

There is a paper that describes how person centred thinking and one page profiles are being introduced at Norris Bank Primary School on the HSA website. ‘Introducing Person Centred Thinking in a Primary School’ by Tabitha Smith and Helen Sanderson (2009).

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. 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.
Notes

1. One page profiles are part of a range of person centred thinking tools developed by The Learning Community for Person Centred Practices www.learningcommunity.us

2. Every Child Matters, Department for Children, Schools and Families, 2004 http://www.dcsf.gov.uk/everychildmatters/about/background/background/


7. For more information about communication charts see www.helensandersonassociates.co.uk

8. For more information about person centred reviews, communication charts and decision-making agreements see www.helensandersonassociates.co.uk

9. For more information about Listen to Me see www.

10. See www.helensandersonassociates.co.uk for more information about communication charts

11. For more information about person-centred teams see www.helensandersonassociates.co.uk

12. For more information about some of the other person-centred thinking skills and person-centred reviews see www.helensandersonassociates.co.uk
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