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**One Page Profile**

**What is a one page profile?**

A one page profile can lead to positive change for children and young people whatever their age and circumstances. They are a practical way of recording and sharing information about an individual and provide an at a glance way of knowing what really matters to that child or young person. It can be used to support others to get to know the person that the profile is written about.

A one page profile

* summarises the most important information about a person on to one page
* shows what matters to a person and how best to support them
* is flexible and the same person can have many profiles such as one for at school, one for at home, one for a club and one for work for example
* can be regularly updated to reflect a child's or young person's changing circumstances and aspirations
* can be used to consider a child or young person's strengths and different ways of supporting that person

**How do I develop an effective one page profile?**

The profile needs to be developed through conversations to find out what really matters to the person.

Listen to what the person is saying AND the way that they are saying it. Think about body language and tone of voice. Think about what the person is not saying.

Listen for repeating themes.

Talk to family and friends and if needs be sensitively challenge what you are hearing from them by asking 'how are you sure of that…'

During conversations use any information you already have about the person such as

* what they are passionate about
* what makes them smile and laugh
* what makes them angry and sad

Then ask the following questions to engage in conversations to help you learn about the person. The questions will need to be adapted to suit a child or young person's communication and understanding

* Who are the most important people to you?
* What would be your best day and worst day? (need to talk about weekdays and weekends)
* What do you usually do during the weekday evenings and at weekends?
* What makes you feel better when you are unhappy or when you are having a stressful day?
* What would you never leave home without?
* What would your friends say they like, love or admire about you?

Once you have some idea of what is important to the child or young person, feed your information back to them and ask them if you have got itright.

If the person does not use words to speak you can ask family and friends who are close to them.

When you are confident that you have understood a person's feelings on something you can then write it in a way that is as accurate, specific and detailed as possible using the person's own words where you can.

**What tools are available to develop a person centred profile?**

There are many person centred tools that can be used to find out about a child or young person and these in turn can be used to inform the one page profile and include

* ***the relationship circle***, which helps map those who are the important people in a person's life
* ***important to and important for*** table which separates out that which is important to someone from that which is important for them. Important to is what really matters to the person and important for is what help and support a person needs to stay healthy safe and well
* ***good day / bad day*** table identifies what the child or young person thinks they are good at or finds difficult and what changes are needed to make sure the person has more good days than bad days
* ***working / not working*** diagram identifies what's working and what's going well from the person's perspective and what's not working well or going well in their lives. (NB this tool could also be used to record what's working well and not working well from other people's perspective such as teachers and teaching assistants etc)
* ***learning logs*** provide opportunity for reflection and can identify those things that work so that they are maintained and those things that don’t work so that action is taken to make change
* ***decision making matrix*** gives a record of how decisions are made, who was involved in the decision making process and how the person the decision affects is involved

(These tools could be used in the earlier stage of the *'graduated approach'* as part of the *'assess, plan, do and review'*).

**Writing the One Page Profile**

The one page profile needs to be written in a positive way using positive statements and language.

Statements should be clear and not ambiguous or written in humour as they may be misinterpreted.

The profile should give detail and be explicit so that it gives a thorough insight into the person whose profile it is.

Family and friends need to be named and their relationship with that person identified.

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| What people like about me and what I like about myself  |
|  This section needs to give a positive introduction to the person the profile is about. It must summarise their positive characteristics and attributes.  Ask family and friends and others what they *like and admire* about the person. It will tell the reader what other people value most about the person and what their gifts and talents are and therefore will list the person's qualities, strengths and abilities.   |

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| What is important to me and for me  |
|  This section needs to be a list of what really matters to the child or young person from their perspective, even if others don’t agree. It can include who is important to them, important possessions and any important routines they have. It can include what is important for the person and what needs to happen to keep them safe and well. It should give enough detail so that someone who doesn't know the person could understand what really matters to them It should include all aspects of the person's life such as their hobbies, interests and passions   |

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| How I communicate  |
|  It is important to know how a child or young person communicates, prefers to communicate and how they want others to communicate with them.  If the person is unable to share their thoughts verbally use other means to explore communication needs with them and how they want to be involved in decision making. Record what support the child or young person wants and requires with regards to communication and decision making.  |

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| How best to support me  |
| This section should list the support the person might need from others to stay healthy and safe and needs to reflect the balance of what is *important to and for* the child or young person Record specific information that would be useful to someone else who may not know the person as well Give details of what is helpful as well as what is not. List the things that make a real difference to the person to enable that child or young person to life the life they want. Record what is important for that child or young person to be healthy, safe and well.  |

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| Aspirations: What I would like to do now or in the future  |
| In this section, *hopes and dreams* need to be recorded. Conversations around hopes and dreams need to identify where the child or young person hopes to be when they are an adult. Need to discuss strengths, experiences and gifts Record whether the child or young person aspires to work and what work they would like to do, what support they think they might need to achieve their ambitions Record whether, instead, the person would like to learn more and go to college and therefore what support they think they will need to do that.   |

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| How these views were gathered  |
| It is important that it a record of who wrote the one page profile, who the profile was written on behalf of and whether the person was fully or partially involved in its creation   |