

One-page profiles

What is a one-page profile?

A one-page profile can be for anyone of any age from preschool to adult. It is a simple summary of what is important to a person and how they can be best supported. It can help the person to receive more person-centred care and support to achieve their goals, as well as help those around them to understand them better and know how best to support them.

Early Years Settings and Schools have adapted the one-page profile into a document that contains information about a child's strengths, interests and specific support needs. You may hear these called different names such as Pupil Passport or All About Me.

One-page profiles are particularly useful for young children during points of transition to help receiving settings develop a clear picture of the child or young person.

A one-page profile should be developed by the setting, with the child and family involved as much as possible.

What kind of information does a one-page profile contain?

A one-page profile should include information under the following headings:

What people like and admire about me

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

- Ask parents/carers and family members
- Ask all setting staff involved with the child's care
- Avoid words like 'usually' and 'sometimes'

What is important to me

This section is a bullet list of what really matters to the person from their perspective (even if others don't agree). It is detailed and specific. This section needs to have enough detail so that someone who does not know the person can understand what matters to them. It could include:

- Who/what is important to them (people, toys, pets, hobbies)
- What they like doing/are good at
- Any routines that are important to the person
- What motivates or triggers them
- Any important possessions

How best to support me

The information in this section includes what people need to know, and what people need to do to ensure the person is included and supported. It may cover approaches during different contexts and times of the day such as transitions/lunchtimes/group times.

It should include details of specific support strategies and approaches, such as how to communicate with them, (eg: using additional visual, verbal prompts) the level of adult support needed for general/specific tasks, any special equipment required etc.

Good Practice for creating and using one-page profiles in settings/schools.

For children in settings/schools it may be useful to include additional information such as:

- A recent photo
- Any diagnosis they may have
- Links to other key documents that have information about them (eg: SEN Support Plan, EHCP, risk management plan (including key words/scripts), medical/health care plans (including asthma/allergies), PEP)
- Professional involvement eg: support agencies, health etc
- Any other key information which may impact on their learning or social and emotional wellbeing

It is also recommended that one-page profiles should:

- Be updated annually
- Stay with the child or young person throughout their education
- Include the views of the child or young person, their parents/carers and the views of the setting
- Be reviewed at least termly
- Be adapted to suit the individual, so that both the content and format are age and stage appropriate (Home → Early Years → Key Stage 1 → Key Stage 2 → Key Stage 3 → Key Stage 4 → Post-16)
- Be reviewed prior to transition so that they provide a clear and accurate picture of the child or young person for the new setting

Further information

For more detailed information and resources including examples, templates and a video on how to create a one-page profile, please visit the Helen Sanderson website.

<https://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/>