One Page Profiles and Education, Health and Care Assessment & Plans

What are they?
A one page profile is a summary of what matters to the young person and how to support them well. It is the starting point to build and develop the production of a person centred plan.

Why use them?
- They are a way for the young person to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they need to be supported.
- One page profiles are also a way for parents/carers to share their knowledge and expertise on how best to support their child. 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 person centred/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 outcomes and targets more meaningful and relevant to the young person.
- 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.

How do they link to EHC assessment and plans?
A one page profile will inform the ‘All about Me’ section of the assessment and plan. It should give a clear idea of the young person’s views on what is important to them, their aspirations and how they want to be supported.

The one page profile is the earliest opportunity for getting the young persons voice in the statutory process as well as being a useful document to develop with the young person throughout their education to enable greater understanding across professionals of their desires.
A one page profile must be included in any requests for a statutory assessment and will also be required as current statements are transferred to EHC Plans from September 2014. These transition profiles can be written as part of the annual review process.

**How can you develop them?**

Building a one page profile requires gathering some key information about what matters most to the young person. The aim is to capture, in an easily accessible personalised format:

- What people like and admire about the person
- What’s important to the person
- How best to support the person

‘What people like and admire’ begins the profile with a positive focus on the person’s gifts and skills. Learning the skill of appreciating what is likeable and admirable about the person counteracts the tendency of services to focus on a person’s deficits and thus label them with a negative reputation. It instead presents the person in a way in which they would wish to be seen; a ‘capacity view’ or ‘positive reputation’ in a document that belongs to them.

These gifts, skills and positive attributes are of key importance in all person centred approaches because it is these that will enable the person to make the connections and overcome the barriers to a full life in the community.

‘What is Important To the person’ are the things that the person is telling us with their words and behaviour that really matter to them.

Learning to listen for what really matters to people is another fundamental person centred thinking skill.

‘How to Best Support the Person’ is a collection of what we have learned about ways to support the person that work, because they enable the person to stay healthy and safe, and to access the community, in a way that makes sense for them, a way that stays in balance with the things that are most important to them. This uses the person centred thinking skill of seeking a balance between what is ‘important to’ and ‘important for’ a person.

How these questions are answered will depend on what the Purpose of the One Page Profile is.

Some common purposes for building a one page profile with a person are:

- To help people get to know the person quickly and easily
- To describe a person and their support in a particular situation or time (at school, at work, in their evening routine).
- To gather the most important person centred information into one place so that it’s possible to support the person really well.
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 for the annual review of the EHC Plan.

### The headings used in a one page profile

<table>
<thead>
<tr>
<th>Photo</th>
<th>Like and admire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each one page profile can have a current photo of the young person</td>
<td>This section lists the positive qualities, strengths and talents of the young person</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s important to somebody</th>
<th>How to support somebody well</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>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.</td>
</tr>
<tr>
<td>• 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’</td>
<td>The information in this section includes what people need to know, and what people need to do.</td>
</tr>
<tr>
<td>• 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’</td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• 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’</td>
<td>• Laura can perceive a negative comment as a ‘big telling off’.</td>
</tr>
<tr>
<td>• Important and favourite lessons and school activities, for example ‘Singing and playing the guitar at school, and being in the school band’</td>
<td>• Anna is naturally quiet and can seem like she is ‘no trouble’, she needs gentle questions to draw her out.</td>
</tr>
<tr>
<td>• Hopes and aspirations for the future, for example ‘when I grow up I want to drive a lorry like my dad’</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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’</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
Mind Map Summary of one page profile in school
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:

- A one-page-profile does not have to be in a written format, audio and video profiles should be considered.
- 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’.

•NB: Add illustrations (photos, clip art) that reflect what is in the profile, and ideally chosen by the young person.

Useful Links

The following links provide further information and examples of templates and completed profiles.

One Page Profiles in Schools – a guide

One page profile to person centred plan

Helen Sanderson website information