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Enhancing staff confidence and pupil outcomes through better one page profiles

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Enhancing staff confidence and pupil outcomes through better one page profiles

Strengthening pupil and family voice through one page profiles

School/Background Context

This primary school, located within a local authority area in Greater Manchester, serves a community experiencing significant socioeconomic challenges. With over 370 children enrolled, including nursery pupils, a substantial proportion - approximately 37% - live in areas ranked among the top 25% most deprived nationally. This figure notably exceeds both the local authority average (23.5%) and the national primary school average (22.5%). Within the local authority, the school ranks 26th out of 85 primary schools for the proportion of pupils living in these high-deprivation areas, highlighting the elevated level of need within its student population.

The Challenge

Only a couple of years ago, our SEN register was half the size it is now, and we had an average of four EHCPs at any one time. We currently have four teachers in their second year of the ECT framework, and as a senior leadership team, we felt it was appropriate to include a focus on SEND in our school development plan:

“Develop staff knowledge and understanding of children with SEND to ensure that personalised provision and adaptive teaching are in place so that children with SEND make good and measurable progress within current year groups.”

This focus reflects a wider trend identified within the local authority, which has prioritised Adaptive Teaching across schools. The first step in our plan was to roll out Adaptive Teaching training to the staff team - we are now halfway through this process.

I was keen to identify an area of practice within this framework that could (and should) be improved. One Page Profiles (OPPs) had previously existed in our school, but there was little evidence of pupil or parental input. I felt that, for OPPs to be effective and impactful, they should allow the reader to truly understand the child. Reaching this level of insight would help establish stronger working relationships with pupils and families - a valuable bonus. Knowing the child well would also support more effective provision, which should lead to better outcomes.



More inclusive ethos/culture in the setting



Improved mental health and wellbeing of learners with SEND



Earlier and more accurate identification of SEN

What They Did

The training plan that I devised is as shown below. It set the scene for developing the work that teachers would do on OPPs. I have subsequently worked with several teachers who have asked for support, including two of our ECTs.

Outcomes and Anticipated Impact


The staff meeting on OPPs was carefully designed to involve teachers so that they were able to take some ownership of the document. (see PPT below). After discussion and evaluation of existing OPPs from our school and others, teachers worked together to establish a set of principles that we would follow when creating OPPs.

Recently I attended three reviews for children with SEND. At all three review meetings, parents commented on the completed OPPs and said that they felt that their child was very well described and that their own input was reflected. It is too early yet to measure the impact on outcomes for the children but in each meeting, it seemed very much like everyone felt that we were working 'with' each other.

I spoke with a boy in Y6 who said it made him feel proud of who he was.

Next Steps

Throughout the next term I will be working with teachers to provide support and challenge to ensure that these documents are kept up to date in order to form part of the transition process.

| | |
|-----------|--|
| September | <p>What makes an inclusive school? EEF five principles</p>  <p>Our learners High expectations Differentiation, adaptive teaching, reasonable adjustments</p> |
| October | Relationships |
| November | Creating a One Page Profile that is meaningful, creating our own set of principles |
| December | Meeting the social and emotional needs of our pupils Who does what Mental health and well-being action plan |
| January | Shifting from labels to needs Holistic view of the child – one-page profiles – co-production Presence, participation, progress |
| February | Assessment Range of assessment tools What do we assess? What do we do with our findings? |
| March | Planning inclusive lessons Creating an inclusive environment Provision pyramids – building for success |
| April | Preparation for Adulthood |
| May | Behaviour management |
| June | Motivation |
| July | Teaching strategies |

Next Steps (continued)

ONE PAGE PROFILES

STAFF MEETING 08.11.23

1

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

The new Children and Families Act is person (and family) centred, i.e. the child (and family) should be at the centre of all decisions made about them.

The services and support should be what the child needs and not, perhaps, what his label says he should need.

A one page profile is a summary of what we like and admire about the child, what matters to them and how best to support them.

They are a way for children to have a voice in how they are supported and to have their strengths acknowledged and appreciated. This helps to raise their self esteem and confidence.

If child needs/provision made for them that is additional to and different from your usual classroom practice, then it is worth having a discussion about whether this is needed.



2

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

Some possible sections / things to consider are:

- *Appreciation – what we like about the child
- *What's important **TO THEM**
- *What's the best way for us to support them? As a teacher you will know some of this but what does the child say?
- *The best ways to communicate with me
- *How to help me learn
- *How to help me calm down
- *How to know when I am struggling / stressed and what helps them
- *Important things about me
- *Things that I find stressful

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

Appreciation:

What do people like and admire about the child? Is it their smile, their sense of humour, their literal thinking, their memory, their hugs or something else? Is it that they persevere or perhaps they enjoy a challenge?

It can be a great self esteem builder to hear lots of positives about themselves. So often, they will be in meetings where everyone is talking about what they can do or what they need help with so hearing a list of things that people actually like about them is often a new experience.

This isn't about academic achievements or any swimming, brownie/Cub badge. This is about the child as an individual. The swimming badge may be something that is really important to them, so look at the strengths they have used to make this badge possible. Their perseverance, their commitment and maybe their positivity. These are the strengths you want in the appreciation section.



5

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

Important to:

What is important to this child? Is it a particular toy or perhaps a need for everything to be kept in the same place? Is it being allowed some time to play Minecraft each evening or having certain brand of crisps? Is it going to the local park?

This is not about what their needs are, e.g. something that keeps them healthy or safe; this is about what they like, what makes them happy?

So often, we focus on their needs – especially from a practitioner's perspective – and as a result, we forget about focusing on what makes them happy.

How do we know?

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

Important to (continued):

You could chat with them about what makes a really good day. If you were planning their best day ever, what would it include?

- Who would be with them?
- Where would they go?
- What would they do?
- What would they eat?
- What music would they listen to? Would they prefer headphones?
- What games would they play?
- What would they take with them?

This isn't about the things they need to be safe. So, for example, losing weight, getting fit, taking medication, eating healthily or ensuring they sleep for a certain amount of hours are not important to them, they are important for them. They keep them safe and healthy.

How do we know?

6

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

How best to support me?

This section looks at how we can support the child, this is where tips are shared that we know work.

Maybe it is important to the child to have a certain toy/comfort blanket with them so if they arrived at school without it, someone could be contacted to bring it in. E.g. Raa Raa

Maybe it is important to the child to have their socks a certain way, so people can support them by allowing them time to do this.

Maybe it is important to the child to do certain things in a certain order, again, people can support them if they know this and the order it has to be done.

Who will share this information with us?

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Who will share this information with us?



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Next Steps (continued)

WHAT IS A ONE PAGE PROFILE & WHO NEEDS ONE?

How best to support me? (continued)

Here are some examples:

- 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.

Who will share this information with us?

One page profiles are not just for EHC Plans but can be used for any child or young person where you need to get basic information across quickly in writing to:

- Support staff in schools
- Dinner/lunchtime staff
- Playgroup staff
- Other parents if your child is attending or left at a party creche
- Appropriate professionals

It can also save you 'repeating' yourself to professionals in meetings etc.

This profile is a snapshot in time and should tell us about the child NOW not how they used to be.

A one page profile can help to ensure **CONSISTENCY** in provision.

The image shows two examples of One Page Profiles. The first is titled 'Getting started with Profiles' and includes sections for 'What you should APPRECIATE about the child', 'What is IMPORTANT to me', and 'What next'. The second is titled 'Getting them right' and includes sections for 'How to SUPPORT me', 'Is it detailed?', 'Is it specific?', 'Could you use it?', and 'Now check...'. Both profiles use a mix of text, icons, and photos to present information.

You know you have a good one page profile when you could remove the name and photograph but people would still recognise the child.

Over to you.

There is a selection of one page profiles on your tables. Some are from this school, some are random ones found on the internet.

Please look at them and critique / annotate them with your comments

I would like you to look for:

- The child's voice
- Parent voice

We don't have to follow a particular layout – so comment on what our could / should look like

Think along the lines of WWW / ESI

What principles would we establish for creating a first class Cale Green One Page Profile?

Next Steps (continued)

WAGOLL - One-Page Profile

Principles established in staff training session.

- Needs to be a 'dynamic' document that is updated regularly
- 'How to support me' section covers class and break times
- Should be shared with midday staff
- Examples of scripts used with the child where appropriate
- Make sure it comes across as positive
- Provide enough detail so that someone who doesn't know the child can read it and understand them
- Identify specific strategies for support
- Include a photo- you could screen clip from SIMS if you need to
- Use bullet points for easy reading
- No smaller than font size 14
- Ensure you have child's voice and parent voice
- Where appropriate include recommendations from other professionals in the 'How to support me' section
- How best to communicate with me
- Some explanation about the need for the support e.g. I have sensory issues so I need... May not always be necessary but could help people understand
- Practical examples of how to engage with the child
- If things need to be done in a certain order, say what that order is
- It should read like the person writing it really knows the child
- A way of getting information from a child might be to ask "What would a great day look like?"

Is it detailed?

Great one-page profiles go beyond one or two words, they explain how often, who with, when and where too.

Instead of this - "cycling"

It is better to write this - "My bike and the freedom it gives me. I aim to get out on it three times a week for a minimum of at least 20 minutes but a full hour of cycling is best."

Is it specific?

Look out for the word 'regularly' - it could mean daily, weekly, monthly or annually.

Instead of this - "going swimming regularly"

It is better to write this - "To go swimming every Monday evening with my friend Susan, and then to have a cappuccino in the cafe afterwards for a good chat."

Could you use it?

The 'how to support me' section should give you good specific information, so that if you had to support that person, or be part of their team, you would know exactly how to do this well.

"I do not like wasting time - if you are going to be late, please let me know."

"I don't like to be rushed, so give me time to answer questions. If you think I haven't understood, ask me again, but use the same words."

"When I am anxious I squeeze my hands together tightly. If you notice this, give me my stress ball and that will help me to relax."

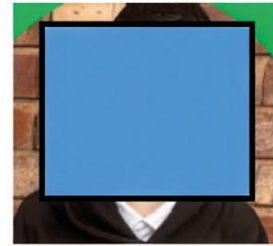
You know you have a good one page profile when you could remove the name and photograph, but people would still recognise the child.

Next Steps (continued)

My One-Page Profile (page 1)

XXXX

I am 10 years old. I want people to know that I am autistic and I have ADHD, I have sensory processing disorder, I like to talk to people.



What people appreciate about me

- XXX likes to join in class discussions and takes a great interest in science, history and computing
- XXX loves sharing things that he has learned at school
- He has very good ideas for making things
- XXX is kind, funny and has a lovely smile and laugh

What is important to me

My mum, dad, older sister (XXX) and younger sister (XXX) and my cat called Loki.
 Adults taking time to get to know me and talking to me calmly.
 Having access to a quiet space with an adult.
 Being able to see my sister, XXX if I am upset
 I like having routines
 I relax by doing gaming
 I love being in water at the pool or in the sea
 Having friends to play with

Things I like

Routines, animals, water, Pokemon, computers, board games, Lego, pizza, buses and trains, my nana's cakes, Stephen Mulhem, talking about my birthday or Christmas, fast movements and lights.

How to support me

General

Show me a timeline each day and prepare me for changes to routines
 Teach me how to become more organised
 Social stories to help me understand some situations
 Avoid talking about me when I am there
 When I stim (e.g. flapping, making noises) try to ignore it
 Reassure me if I look agitated

Attention/Concentration

Support on school trips to keep me safe
 Keep instructions simple and give me time to process
 Give me brain breaks

Learning

Break things down if there's too much information for me to take in

Social and Emotional

I need to be allowed to use the toilet when I need it and if I have an accident, I need you to get my mum to come to school
 Don't overcrowd me when I am upset
 If I experience sensory overload, please limit my options of things to choose and try to distract me
 Help me to restore things if I fall out with my friends.
 Help me to interpret the physical things that I feel and understand what emotion I might be feeling.

Next Steps (continued)

My One-Page Profile (page 2)

XXX

I am 10 years old, I am autistic and I have ADHD, I have sensory processing disorder, I like to talk to people.

Things my family want you to know

Signs of Defensive Behaviours

- Angry
- Swearing and/or using gestures
- Lashing out.
- Refusal to listen to anything anyone says - may cover my ears to block you out.
- I can become physically aggressive - try to hit you, kick you or even members of public if we are out.
- Spitting.
- Red face and grunting
- Throw Objects.

Signs of Anxiety Behaviours

- Oral Stimulation - will suck my fingers or put objects in my mouth. Chewy jewelrelly can help here.
- Grunt.
- Go very quiet.
- Frown and breathe out loudly.
- Play with my hand.
- Shout out e.g "It's boring!"
- My face may go red.
- I may roll my eyes.

Signs of Crisis Behaviours

- Lash out at people.
- Hitting others.
- May "target" certain individuals.
- Pushing and kicking people.
- Throwing objects off walls and floor.
- I will try to run away and hide.
- Crying and screaming.
- Repeatedly shouting the same sentence.
- Red Face and Grunting.
- Swearing and/or using gestures.
- Strip off - have a towel or blanket ready to cover myself up.
- My body will shake - this is adrenaline.

Whilst these behaviours are rarely seen in school, if they are noticed, please use de-escalation/distraction strategies in a calm manner and avoid physical contact with XXX if he is in a heightened state because he doesn't like to be touched.

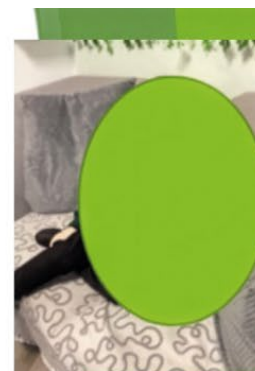


Next Steps (continued)

XXX

What people like about me and what makes me unique:

- I love playing outdoors and I am very independent in making choices
- I know what I want! I will lead you to what I want.
- I am toilet trained and will say, "wee wee" when I need to go.
- I can use up to three words and sounds to communicate.



What's important to me and makes me happy:

At home, I live with Mummy, Daddy and my little brother XXX.

At school I like playing with trains, cars and trucks and like to explore what is on offer. I enjoy water/ mud play and riding a balance bike. I like to explore making voice sounds into a long piece of pipe.

My favourite books, rhymes, activities, toys and places to go: Hairy Maclary books, Stomp Stomp Big Roar Here Comes the Dinosaurs (book) Bunny on the bus (book) Train set, Cars.

Things I like doing outside: Football, park, playing with water, scooter

My weekly routines Monday & Tuesday -school, Wednesdays - swimming with Daddy and XXX, Thursday and Friday - days out with mummy & XXX. Weekend - days out with XXX, mummy and daddy

I can sometimes get angry or upset about sharing and I am comforted by cuddles.

I follow an enveloping schema and like to post things. I also like to join things in a long line, especially magnetic trains.

How to support me:

- I do not communicate much verbally, but I understand what you are saying. I like adults to follow my cues: I will take you and show you if I want or need something. I need adults to respond quickly if I am upset or frustrated.
- Use visuals and Makaton where possible.
- Incorporate my preferred schema into daily activities - opportunities for enveloping, posting and joining magnetic trains together.
- I find it difficult to sit at lunchtime. I 'pick' at my food and sometimes spit food out.
- I find some textures distressing and may gag or become very upset if I experience them.
- I like someone to support me by encouraging and reminding me to focus on eating at school and to help me to try new foods and textures.
- I wash my own hands but need a gentle reminder to rub the soap between my palms and then rinse it away.
- I will wear boots but I don't like to wear waterproofs for water play so I need help changing into dry clothes when I have finished.

Any other key information:

- I have been referred to the Child Development Unit and have received one to one support from Speech and Language Therapy.

Next Steps (continued)

XXX

What people like and admire about me:

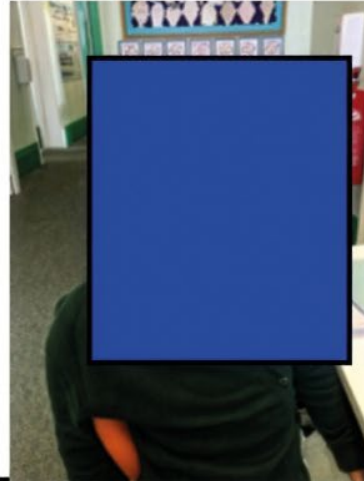
I am kind

I am resilient

I helpful

I am funny and make my friends and my teachers laugh

I help other people if they fall over



What makes me happy:

I am grateful for

Being kind to others

Having good friends

Miss XXX and my other teachers

Art lessons

My fiddle toy—Milo

Getting awards like the golden ticket

How I want to be supported:

Having a teacher to support me in Maths

Using resources like counters

Extra groups that I'm in help me with my learning