



# ***CREATING A ONE PAGE PROFILE***



# ***TAILOR THE CONTENT TO THEIR INDIVIDUAL NEEDS***



Getting to know the pupil as an individual is key to effective support. All staff should understand the pupil's unique traits, strengths, differences and needs in order to enable participation and learning.

**It is important to make reasonable adjustments based on who they are.**

**"CONNECT  
BEFORE  
CONTENT"**

# WHAT TO INCLUDE

```
graph TD; A[WHAT TO INCLUDE] --> B[What is important to me]; B --> C[What people like/admire about me]; C --> D[I communicate by...]; D --> E[My strengths and talents]; E --> F[My fears/worries & things I don't like]; F --> G[What you can do to help me]; G --> H[My name, age, a photo and names of class staff]; H --> A;
```

*What is important to me*

*What people like/admire about me*

*I communicate by...*

*My strengths and talents*

*My fears/worries & things I don't like*

*What you can do to help me*

*My name, age, a photo and names of class staff*

# KEY PEOPLE



## Family

Often the experts where the young person is concerned



## Others

Anyone who knows/spends time with the pupil is a key person!



## Pupil

The best and most direct source of information



## School Staff

Work closest with the pupil in the school environment

# ***REMEMBER TO***

## **Be Positive**

Focus on positives, embrace difference and celebrate what makes the pupil who they are. Working with strengths enables progress.

## **Gain Pupil Perspective**

Where possible, simply ask questions to gain information. If verbal communication is difficult, you can play games to gain information. Use their interests and get creative!

## **Observe/Discuss**

Where pupil perspective isn't possible. Observe the pupil in a range of different environments and talk to the people who know them best.

# A WORKING DOCUMENT

IT'S IMPORTANT, HERE'S WHY...



## Saturday/Sunday

Jamie stands on a piece of Lego and cuts foot, has to visit A&E. Jamie is now scared of Lego and doesn't like playing with it anymore.

## Tuesday

Jamie's class teacher goes home at lunch time with a sickness bug. A supply teacher is booked for Wednesday.



## Friday

Jamie's favourite toy is Lego, he plays with it every day. He also uses it as a sensory soother.

## Monday

A&E trip is communicated via home school diary, but his profile isn't updated.

## Wednesday

Jamie experiences sensory overload and is offered Lego by supply teacher, as per his OPP. Jamie has a meltdown.

# OWNERSHIP

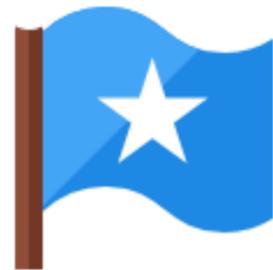
**Creating the profile with the pupil and involving them in the process allows them to take ownership of it, be proud of it and most of all, empowers them to share it with others.**

# MOTIVATORS

Motivators can be an incredibly powerful tool within schools. You can use your One Page Profile to help implement them.

It doesn't always have to be something physical, it can also be...

- Social time
- Sticker charts
- Time spent helping others
- Responsibility
- Talking about interests
- Being creative
- Spending time outside





# ***TRANSITION SUPPORT***

As your pupil 'waves' goodbye to you as their class teacher/key adult, ensure that their One Page Profile is up to date and is passed over to their new class team in plenty of time. This enables preparation, personalisation and planning, hopefully resulting in a smooth transition.





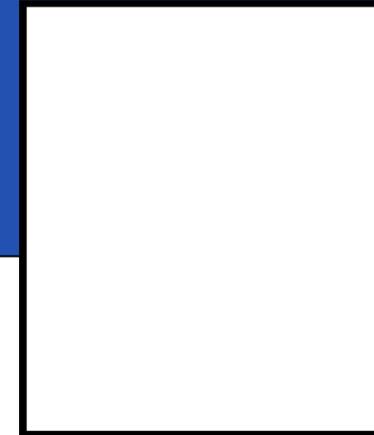
# AN EXAMPLE

Just one of the ways a  
One Page Profile can look.



ONE PAGE PROFILE

PUPIL NAME



AGE:  
CLASS TEACHER:

WHAT IS IMPORTANT TO ME:

MY FAVOURITE THINGS:

WHAT YOU CAN DO TO HELP ME:

MY TALENTS & STRENGTHS:

MY FEARS, WORRIES & THINGS I DON'T LIKE:

I COMMUNICATE BY:

MY DREAM IS TO:





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# ONE PAGE IS ALL IT TAKES

*Please visit our website or  
email for further support.*



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[www.wtt.org.uk](http://www.wtt.org.uk)

