



National Day Nurseries Association

★Brighter thinking
for early years

Factsheet

One-page Profiles

England

One-page Profiles

This factsheet will provide information on one-page profiles, sometimes called 'All About Me Profiles' and 'Passports to Learning.' It will outline the benefits of using this child-centred approach and support practitioners throughout the process of creating them.

What are they?

Part three of the Children and Families Act 2014, says that Local Authorities must pay regard to the “wishes, views and feelings of children and their parents.” This is also an overarching principle of the SEND Code of Practice 2014. So, how do settings go about fulfilling this responsibility?

One-page profiles provide an overview of a child on one page, highlighting the key information that anyone working with and supporting that child should know.

They have traditionally been used for children with special educational needs and disabilities (SEND). However, many settings now use them for a variety of reasons, from supporting specific needs and transitions to providing a holistic picture of all children as individuals in their care.

One-page profiles allow practitioners to capture some of the most important information about a child that will support them whilst caring for and educating them. It allows for information from the child, key adults (such as parents) and those that know them to be pulled together and presented succinctly in one place.

A one-page profile encourages quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind, as well as partnership working between practitioners and parents or carers.

What are the benefits of one-page profiles?

- Allows practitioners to capture the child's voice
- Encourages effective parent partnership
- Creates a welcoming and inclusive culture within your setting
- Represents a celebration of the child as it should be strength-focused
- Acts as a quick reference to the key information needed to support a child effectively
- Can be used to provide an overview of adaptations needed: educational, environmental and physical
- Supports more effective multi-agency working, bringing together the support provided by different services, such as education and health
- Supports children and practitioners with transitions, both within a setting and to a new setting.

What should be included in one-page profiles?

- A photo of the child. Some profile templates have this at the centre to demonstrate how the approach is centred around the child
- A summary of the child's strengths; these can be personal and educational. They should be specific and individual
- A list of what is important to the child and what makes them happy
- A brief explanation of the best way to support the child in their daily experiences.

Creating a one-page profile

Meaningful one-page profiles should be individual and highly relevant to the child that they have been created for. They support best practice by giving everyone who is working with the child an overview of a child's strengths and specific strategies to help them make progress in the setting.

Top tips

- Gather as much information about the child as you can. A great starting point is to meet with parents or carers and harness their expertise and insights about their child
- Think about what you would like to use the profile for and who you are likely to share it with. Make sure the information on it is relevant for these purposes
- Ask people in the child's life the right questions. Further guidance on this can be found on the links below.

Gathering information

In order to write a holistic profile, you need to seek information from the child and the key people in their life. For some children, this may involve medical and/or care professionals, whilst for others, it may be just the parents and practitioners within your setting. For ideas about knowledge sharing, there is a link to a prompt sheet from Pen Green at the end of this factsheet. It has lots of helpful questions to help you get started.

Positive language

The one-page profile is a positive tool to celebrate children's strengths and highlight how best to support them. It is a chance to think about what you and the other contributors like and admire about the child. Is it their memory skills or their excitement when they see the water tray? The 'what's important to me section,' is a chance to think about what "sparks joy" for this child, and an opportunity to give important information to others to get to know the child. Is it having a Lego model on display or having opportunities to watch the wind in the trees?

Specific support strategies

The strategies in the profile should relate directly to the child they are about. As such, only positive, strength-focused language should be used within it. This doesn't mean that you can't highlight needs and adaptations, but they should be framed in a solution-focused way. For example, 'you can support me by using my timers to help me manage when an activity I am enjoying is coming to an end.' This allows you to highlight the area of need with a focus on the support strategy rather than the difficulty the child is facing.

This is not the place to list the general strategies that you use throughout your setting but more of an opportunity to think about what you do or put in place specifically for this child. What do you know about this child that is different to what you know about other children and what individualised support do you give to them, based on your knowledge of their needs? This ensures that there is, "equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported." (EYFS Statutory Framework)

Using, sharing and reviewing one-page profiles

Using the profile

Profiles are a working support document. Once you have created a profile that specifically outlines the child's strengths, needs and support measures, you have a guide to best practice for that child. You can use the profile for planning activities and provision, assessing progress and evaluating what you offer as a setting.

Sharing the profile

With the permission of the child's parents, the one-page profile can be shared with any other professionals working with the child. It will give them an insight into the child that will allow them to provide more effective support, reducing the time needed to draw together the information from existing reports and files.

Reviewing the profile

Profiles are only helpful when they are kept up-to-date and truly reflect the child they are about. It is up to you as a setting to decide when they will be reviewed and how. This forms part of the assess, plan, do review cycle – further information can be found on NDNA Factsheet 43 SEND Code of Practice.

One-page profile case study

Bobbie, aged four, had been attending a nursery school for two years and was due to make the transition to a reception class in a local primary school. Whilst he did not yet have any specific diagnoses of SEND, Bobby displayed repetitive behaviours, had delayed speech and language and also struggled to make connections with new adults.

With support from Bobbie's mum, the nursery SENCO and Bobbie's key worker created a one-page profile for Bobbie to aid his Reception class visits. The profile highlighted Bobbie's preferred activities and also his communication style. For example, Bobbie would often clench his teeth in a fixed smile when he felt overwhelmed and needed direct support. This was something that was highlighted in his one-page profile so that staff in the new setting knew when to step in, without Bobbie having to ask verbally. The profile was shared with the Reception teacher and the teaching assistant in the class before Bobbie started his school visits.

During Bobbie's first solo school visit, Mum reported he was very wary and did not want to go into school. However, upon arrival it became clear that the teacher had planned the activities based on the one-page profile, putting out vehicles for Bobbie, as this was noted on the profile as his favourite activity.

Another area of support highlighted on the profile was that Bobbie did not like loud noises, such as hand dryers. Mum was delighted that the Reception teacher had unplugged the hand driers in the children's toilets before they arrived that day and placed paper towels in there for all of the children to use instead.

Bobbie's one-page profile supported his visits and also his transition into full-time school. He settled quickly and the Reception teacher reported that the profile had been so successful that they updated it regularly and continued to use one for Bobbie now he is in year one.

Further guidance and top tips

A profile can be written in the first person, capturing the voice of the child. For example: 'What people admire about me...' or 'My strengths are...'. It should highlight how best to support that child e.g. 'You can help me by....' If a child can verbally communicate and contribute to their profile, record exactly what they say. It is important to write the profile in partnership with parents and carers.

More information and profile templates can be found here:

- Helen Sanderson Associates: <https://www.helensandersonassociates.com/getting-started-with-a-one-page-profile/>
- Canva: <https://bit.ly/2sR3UmN>
- Special Needs Jungle: <https://bit.ly/3EfiNzO>
- Asking the right questions to support the gathering of information for a one-page profile (Pen Green): <https://bit.ly/3EntqAL>

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We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

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