

The One Plan Project:

Case Study No 006

Developing a One Page Profile

What we did

The Family Support Keyworker asked mum what basic information she wanted to present on the profile. In accordance with mum's wishes she included the names of family members (the important people in the Annie's life), the date of her birthday and a summary of her special educational needs.

On reflection, it was agreed that reference to her special educational needs at the outset of the profile directly focused attention on what Annie could not do. In an attempt to create a positive tone for the profile, an amended description omitted any such reference (as below).

Original description

My Name is **Annie**.
I live at home with my Mummy Amy,
My Big Brother Jake and my Step Dad
John.
My Birthday is on 18 / 07 / 2010
I don't have a diagnosis but need extra
help and support with my physical
development and speech.

Amended description

My Name is **Annie**.
I live at home with my Mummy Amy,
My Big Brother Jake and my Step Dad
John.
My Birthday is on 18 / 07 / 2010

The Family Support Keyworker observed Annie to determine her preferences. She also consulted with mum and the nursery staff as to what they thought was important to Annie.

The preferences that seemed to be most important for everyone to be aware of were included on the profile.

What people like and admire about me

My big smiles and laughter when I get
tickled
I am strong willed
My ability to express myself.

To have my favourite dolly with me.
Having time out of my chair to
explore on the floor.
Having finger food at lunch time so I
can feed myself.
I drink from a bottle and I only like
milk.

Significant adults also contributed their views about what they like and admire about Annie, and these were summarised in a few simple statements.

Being 'strong willed' was perceived as a positive characteristic, acknowledging her determination to have a voice. It also represented an understanding of behaviour as a means of positive communication, and an acceptance of such by adults. For a typically developing child, this may not necessarily have been perceived as a positive feature.

Similarly, reference to her 'ability to express' herself showed an appreciation of how she was managing to overcome the barriers presented by her special educational needs.

The 'how best to support me' section was a summary of what was considered to be important for Annie. These were elicited from mum and professionals in the Team around the Child. The list of strategies was not comprehensive, but adequate in that they could be applied to most contexts.

In the amended version, having removed the reference to Annie's special educational needs from the original version, the support section was updated with an additional statement. This acknowledged her physical difficulties in a more subtle and constructive way than the original version.

Original description

Give me time to think about instructions.
 Photos help me make choices
 I need time and space to explore my environment.
 Sit with me during activities, I like being with adults but I don't like too many children



Amended description

Give me time to think about instructions.
 Photos help me make choices
 I need time and space to explore my environment.
 Sit with me during activities, I like being with adults but I don't like too many children
 I need to spend time in my standing frame as well as on the floor and in my chair as this helps strengthen my legs

What worked well

Mum had admitted that she found clinic appointments rather overwhelming and that she usually found herself to be in the role of passive recipient of information and advice about her child. Although she was often asked if she had any concerns or questions about her child's special educational needs, she was given far less opportunities to contribute her own views. She often felt she had forgotten to share key information during the consultations. She had experienced a number of changes of personnel from the therapy team, and found that she was having to repeat basic information time and again. She thought that the One Page Profile was an easy way to share information with the range of adults supporting her daughter, particularly as she was attending two different nursery settings.

Her ex-partner had also recently resumed contact with their daughter and, being relatively unfamiliar with her specific needs, had found the One Page Profile a simple point of reference for some basic information in the absence of adults who understood her well.

