

One page profiles

One page profiles capture a child/young person's individual needs (who they are, what support they need and their hopes for the future) as well as what motivates and interests them. The profile is produced by the young person and their family to set out their story.

Below is an example to give you an idea of the sort of things to include (the child's name has been change to protect their identity).



Jack's story, including his views, interests and aspirations as told by Jack and his family.

It was always apparent that Jack was bright for his condition, however he had of course taken significantly longer to reach his development milestones and we have had to work exceptionally hard to ensure that he has had as much help and support as possible along the way to optimise his development. An example of this is having the commitment, patience and imagination to ensure that Jack has continually received, and continues to receive, the best possible food and nutrition, mental and physical stimulation as well as all the love and attention that come from any devoted parent. We still believe that he is bright for his condition and he has most certainly developed his own cheeky personality. We still have to work very hard at times, particularly around meals and educational activities that require mental concentration and also when trying to get Jack to do something he clearly does not want to do.

Currently, we would put him in the category of the "terrible twos", which when coupled with the stubbornness of his condition, can make things very difficult and trying at times. In saying that, Jack is generally a very happy, loving little boy, who melts hearts wherever he goes. He loves exploring and playing games, particularly with balls and his hand eye co-ordination is excellent. He has a very good sense of humour and loves to laugh and tease and play hide and seek. Our initial belief is that Jack's development would benefit the most by being in a mainstream environment, interacting socially with children who do not have disabilities and joining in with the activities in the classroom and at playtime.

Currently he attends mainstream nursery 2 mornings a week, which he very much enjoys, although at the moment he is very adult focussed. Our only concern is that the school he will attend doesn't have a clear understanding of Jack's specific disabilities and capabilities, in addition to being able to provide both a supportiveness and sensitivity in how he is treated, to ensure that his development is optimised and his potential is fulfilled. There is no doubting how bright Jack is, but his condition means that he needs significantly more focussed help and certainly more proactive support, as he takes longer to understand and learn things and lacks concentration. In addition to focussing on aiding learning and development from both an educational and social perspective, we want Jack to enjoy school and to successfully interact and engage with the other children and to make good friends and with the right support and in the right environment, we see no reason why he cannot do that.

Jack's speech is coming along and he can communicate with a few words in addition to the Makaton signs that he knows how to convey his message. With his condition, augmentative communication is necessary so staff with such skills such as Makaton signing will definitely be beneficial to his development.

To some degree, we think that Jack does realise he has difficulties in the context that he is different to some children in his nursery group, who are his age and up to one year older. We can clearly see that he gets frustrated and upset that he cannot do some of the things that the other children can do, such as put on his shoes when he is instructed to do so and to take this specific example, this is clearly because he does understand what he is supposed to do and wants to do it but has simply not learned how to. In saying all of that, even if he cannot do something, he is sometimes reluctant to take help and gets frustrated that he needs help, as he is desperate to do it himself and it is this determination to try, that clearly demonstrates how bright he is. He is obviously too young to have any views on how he would like to be helped in school, but our view point is clear, which as stated above is that school needs to have a clear understanding of Jack's specific disabilities and capabilities in addition to being able to provide both supportiveness and sensitivity in how he is treated. To ensure that his development is optimised and his potential is fulfilled.