

Building an effective one-page profile



Creating a one-page profile includes a process of gathering important information about a learner. There are steps that can be taken over time that will help create a holistic understanding of them.



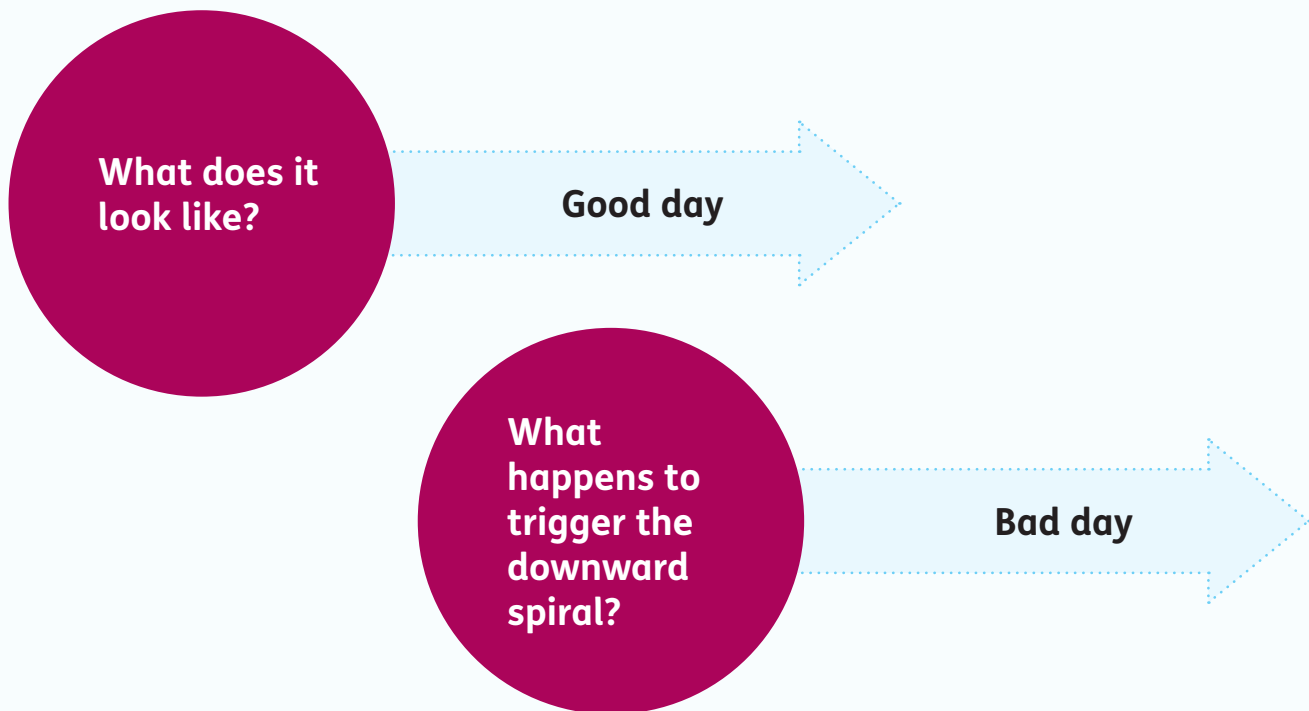
This guide includes:

1. Exploring what makes a day good or bad
2. Friendships and relationships
3. Life outside of school
4. Aspirations

For a one-page profile template see appendix A.

1. Exploring what makes a day good or bad

Understanding the types of things that make the learner's day good or turn bad can help you to identify steps or actions to take to make positive changes.



Good day

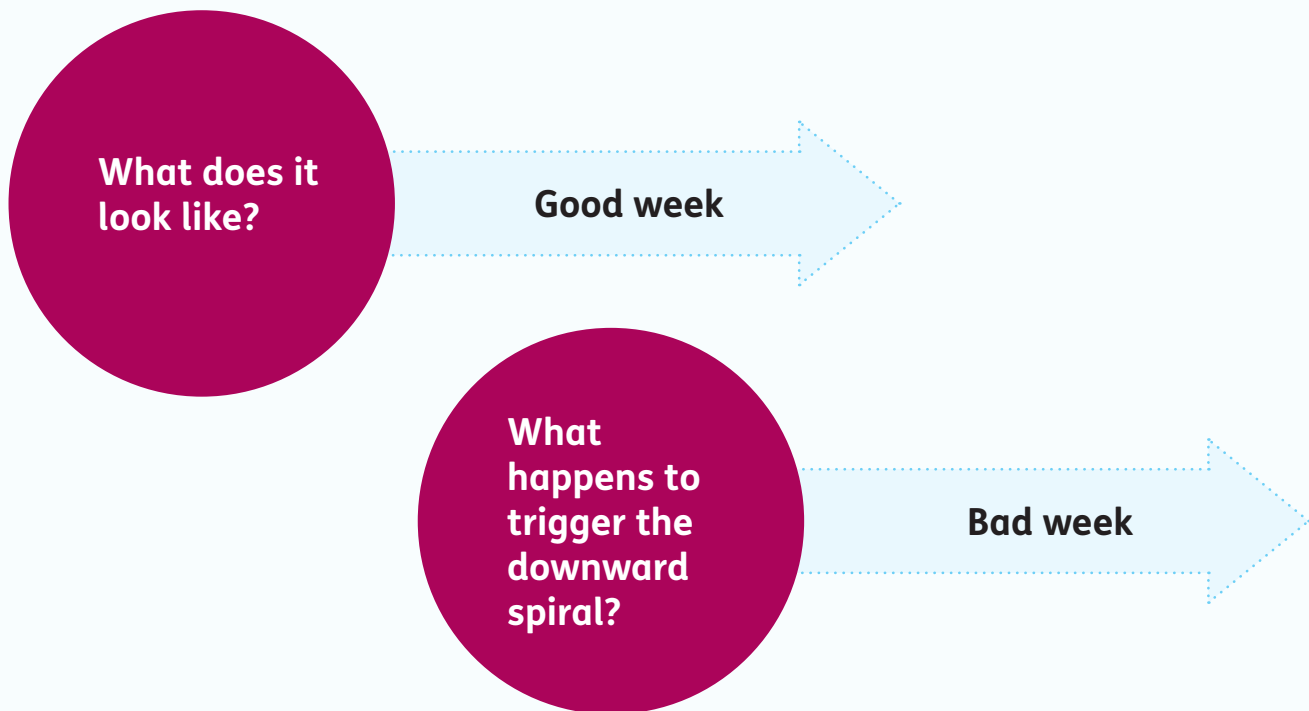
- I get up on time and eat breakfast
- Get to school on time and my teacher smiles
- John speaks to me nicely
- Lunch is tasty
- Miss explains the work and does a list for me to follow
- No homework

Bad day

- Wake up late, no breakfast
- Late for school, get told off
- Jake and Freddy bully me at break
- Lunch is yucky, too green
- Lots of homework with no explanation
- Spelling test

Now think about what might make a week good or bad. Understanding what might happen across the course of a week for a learner can help us better understand and pre-empt certain behaviours.

We can explore what happened over the weekend to gauge how the learner might be feeling. Knowing that someone at school understands them can also help the learner develop a sense that they matter and that key adults in their life have genuine concern for them and their well-being.



Good week

- Mum makes toast and I put jam on it
- Fred comes to sleep
- When I am not sleepy
- Friday family night meals
- Sunday sleep in until 8.30am
- When I know I can come to school and see my friends

Bad week

- Getting sent out of class
- Football team don't let me play or train
- Not getting out the house
- Mum in a bad mood
- Not being able to see my family for dinner

2. Friendships and relationships

Knowing the learner's social circles both inside and outside of school can be helpful in understanding them and their relationship dynamics (family and friends). It is highly likely that these relationships impact on the social, emotional and mental health of the learner and will affect their behaviour and engagement in school.

We might also notice changes in behaviour when they spend time with certain people. This might be helpful when communicating with home, as parents might have also noticed a change in behaviour or they might have key information about a change in relationship dynamics.



Part of my life

Close and trusted

Closest to me

Me

3. Life outside of school

Learners spend more time outside of school than they do inside, so it is important to understand what their life is like once they're outside the school gates. Who do they socialise with, what hobbies do they have and what does their home life look like?

This information is important because learners need to know that they are more than units of progress data. This is an opportunity to build a genuine relationship and some of this information will be really useful in supporting conversations and developing positive communication with individuals.

Home life

Friendships

Hobbies

Recreation

4. Aspirations

Explore what the learner would like to achieve in the future and what their family might be hoping for them. What are they working towards and what steps can they take now to help lay the foundations for the future? This activity might also highlight whether additional careers information, advice and guidance might be necessary.

My aspirations

- What I want to achieve
- Where I want to be in the future
- What job I want
- Where I want to live

My family's aspirations

- What my family hope for me
- What they believe I can achieve
- What job they would like me to have
- Where they want me to live

Appendix A

One-page profile template

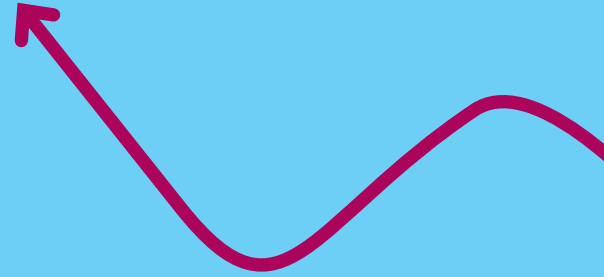
PHOTO
(Optional)

What people like about me and what I like about myself

What I am going to work towards

How best to support me

What is important to me



At Driver Youth Trust, we believe that every learner deserves an education that is responsive to their literacy needs. We work directly with teachers, TAs, school leaders and governors to equip them with practical and adjustable strategies, frameworks and resources to help them better support learners with dyslexia, literacy difficulties and SEND, and to transform literacy in their classroom.

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