



Personalising Education

A guide to using person-centred practices in schools

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About the authors

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Introduction

“Some schools have a production line mentality that assumes the main thing children have in common is their year of manufacture. We need to start waking children up to what is inside of them and go in the opposite direction of standardisation.” Sir Ken Robinson, RSA lecture.

Person-centred thinking tools are essentially methodical ways to ensure that education is meeting the needs of each child or young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions. The focus on individual children and the range of tools that can be used to put them at the heart of all school planning, could seem a daunting task to teachers, but using person-centred practices pays dividends – contented learners make for happier and more effective schools. You can read more about person-centred practice in education on the personalising education website, www.personalisingeducation.org.

We know from our own experience that person-centred practices can also be powerful when used within schools and colleges. The tools can be used directly with pupils – but can also be applied to school management practices such as staff performance reviews.

Person-centred thinking tools and practices have their foundation in person-centred planning, an approach to social justice and inclusion originally developed to support people with learning disabilities. The Learning Community for Person-Centred Practices (www.learningcommunity.us) developed the person-centred thinking tools and they are now evidenced-based practice, used in health and social care. The government policy ‘Putting People First’¹, is to ‘personalise’ public services, tailoring the service to the individual rather than adopting a ‘one size fits all’ approach. The government expects that person-centred thinking and planning will be mainstreamed in all adult social care as the foundation for delivering personalisation.

This document, penned by teachers, practitioners and educational psychologists, describes 14 person-centred thinking tools and practices that can bring enormous benefits to schools and colleges. Please go to our website for examples and stories, www.helensandersonassociates.co.uk.

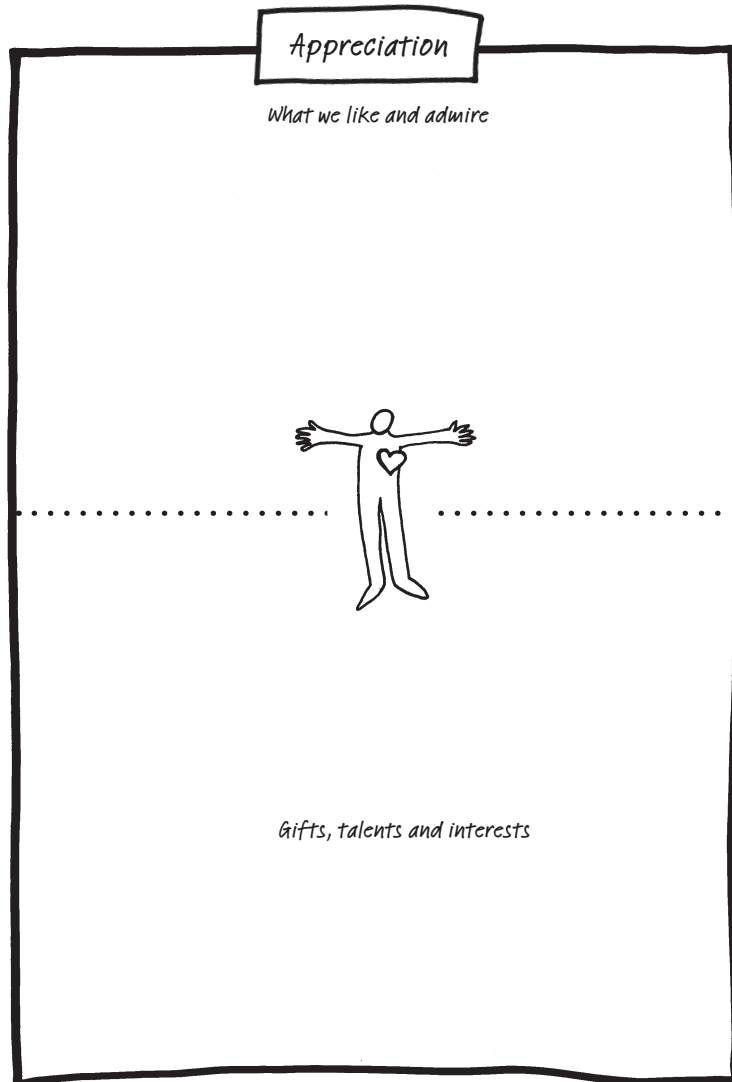
About our terminology

We have used the word pupil in this publication to cover all children and young people who are in education, in both schools and colleges, from the age of five upwards. The word ‘child’ also includes ‘young person’.

Appreciation

Summary of this person-centred thinking tool

This person-centred thinking tool involves listing all the pupil's positive characteristics, gifts and capacities by learning what others like, admire or value about them. This informs the pupil's **One-Page Profile**, could be used in school reviews and helps us to think about how the pupil can use their gifts every day to make a positive contribution and benefit others in the school or community.



Benefits for pupils

- Enables all pupils to develop a strong sense of themselves as valued individuals and as part of their school community, and the part they play in it. This can help us think about ways the pupil can use their gifts to make a positive contribution to something that is bigger than themselves. For example if a pupil is good at sport could they use this gift to teach others or be part of a school team.

- A way for pupils to hear what their friends and classmates like and admire about them. Hearing what others value about them can have a positive effect on pupils' self-esteem and well-being.
- This may show that a pupil is gifted and talented in an area that was otherwise not known and could inform programmes for gifted pupils (for example the Gifted and Talented register in the UK).

Benefits for parents

- To know that other people value their child and see the child's strengths rather than just focusing on difficulties or areas to develop.
- To know that the school has a full understanding of their child that includes strengths.
- To know what other people value about their child.
- To share what others like and admire about their child at any meeting or review, thus setting a positive tone that can lead to more creative problem-solving and thinking.
- A way to invite parents to contribute their learning and experience of their child and a way for families to have a conversation about what they appreciate about each other.

Benefits for school staff and teams

- Staff can also complete this exercise as a positive contribution to team building – knowing what everyone appreciates and values about each other.
- Can help to identify strengths and talents of team members to enable individuals to use their gifts to have the greatest impact on the team.
- To ensure that any meeting about a pupil starts off with a positive tone.
- As a way for adults to build good relationships with pupils (in whatever role they have) and their parents.
- Meets the expectation in schools that pupil strengths are highlighted to enable high self-esteem.
- Can be used to gather principles and values to inform a school mission statement.
- To support the development of a whole-school approach towards personalisation.
- To collect information about what pupils, parents and staff like and admire about the school in preparation for inspections – another way the school can be appreciative and celebrate what is going well to share with inspectors. This tool supports the Ofsted emphasis on the spiritual, moral, social and cultural (SMSC) development of young people. Schools will be required to provide evidence of the behaviour towards, and respect, for other young people and adults – this tool facilitates this.

Benefits for others

- Used by the governing body, it can identify strengths and talents in order to enable individuals to use their gifts to have the greatest impact on the development of the school.
- To use as an opening to any external meeting about pupils. For example in the UK the Team Around the Child meetings or when working with parents completing a Common Assessment Framework (CAF).


One-Page Profiles

Summary of this person-centred thinking tool

One-Page Profiles are a summary of:

- What people like and admire about the pupil (using the **Appreciation** tool).
- What is important to them (using several of the tools).
- How best to support them (using several of the tools).

These profiles are a way of getting started with person-centred practices by gathering specific information about individuals that can inform the foundation of personalised school support. **One-Page Profiles** can be used to record information about what is important to pupils in a particular setting, such as in school or after-school clubs. It is important to remember that this approach isn't only about delivering what is important to the pupil; we all have a balance in our lives of what is important **TO** us (happy, content and fulfilled) and what is important **FOR** us (healthy, safe, valued and having every opportunity to learn). In working with pupils we are looking to discover what support they need to have that balances both important **TO** and important **FOR** them at home and at school.

	What people like and admire about me...
What's important to me...	
How best to support me ...	
	

Benefits for pupils

- A **One-Page Profile** can be used to gather information about a pupil in a particular setting so that everyone knows what makes sense to and for them. A full picture is created that provides invaluable information for all those involved with that child.
- They are very helpful at times of transition to enable the new teaching staff and/or school support team or supply teachers to get to know the pupil quickly.
- As a way of enabling people to see the pupil as an individual – people can quickly understand what matters to them.
- To ensure that any decisions are made in the context of what matters to the pupil as well as what is important for them to be healthy, safe, valued and having opportunities to learn.
- To enable the school to identify any adjustments that could help the pupil to have a 'better day' – these are often small things that have a big impact.
- To identify how to provide the right support at the right time in the right way in order for pupils to make optimum progress, irrespective of their starting point.
- From a **One-Page Profile** you can then learn what is working and not working to create actions for positive change.
- As the beginning of a more detailed person-centred description or support plan, or to inform CV's, personal statements and career plans.
- Pupils can use them to support their application to be a member of the school council, or introductions to other opportunities or settings.

Benefits for parents

- Parents should contribute to the profile, thus helping the staff to get to know their child and sharing their expertise about how to support their child well.
- To enable parents to be involved in planning any supports for their child.
- To reassure parents at times of transition – this may be when their child is moving to a new school or a new class within the same school. It means that new staff can ensure strategies are in place to get the support right from the start for that child.
- As a way of parents feeling listened to, and respected, for their expertise in their child's life.

Benefits for school staff and teams

- Enables school staff to get know new pupils quickly and can therefore ensure that teaching and learning is personalised from the outset, avoiding the transition 'dips' in progress.
- A short time invested in reading a **One-Page Profile** can lead to smoother lessons for all.
- Each staff member should also have a **One-Page Profile**. This enables managers and teams to know each team member well, and how to support each other well.
- People feel listened to.
- Can be used and added to in one-to-ones and supervision sessions to record what else we are learning about the staff member and update how to support them.

- From a **One-Page Profile** you can then learn what is working and not working for the staff member or team as a whole to inform positive change.
- Can be used to start a person-centred team plan.
- Can be used to inform staff Individual Development Plans and to support focused performance management meetings.

Benefits for others

- **One-page profiles** of Governors help them to get to know each other and think how best to work together.

Communication Chart 1

How the pupil communicates with us

Summary of this person-centred thinking tool

Communication charts are a simple but powerful way to record how someone communicates through their actions as well as their words. We all communicate in a variety of ways. This chart gives an opportunity to describe these ways of communicating and how others should respond.

The chart is a hand-drawn template with four vertical columns. At the top, a box contains the question "What am I communicating to you?". The columns are labeled: "At this time", "When this happens", "We think it means", and "We need to do this". A large arrow at the bottom points to the right, with the question "What do we need to do next?" written inside it.

At this time	When this happens	We think it means	We need to do this

What do we need to do next?

Benefits for pupils

- The pupil is listened to and their behaviour can be understood as communication. If staff understand this, then management strategies have a far greater success rate because they centre on changing the right thing, whether that is the environment or the pupil's perception.
- As a way of including the pupil in sharing what works best for them when they feel upset or angry.
- Enables everyone to understand and respond consistently to how and what the pupil communicates.
- As a way of people getting to know the pupil.

Benefits for parents

- To enable parents to support staff to understand the way their child communicates with others.
- To reassure parents at times of transition.
- To help parents feel listened to and to underline that their child is respected.
- To reassure parents that staff will be able to understand the way their child communicates with others.

Benefits for school staff and teams

- The school day is smoother as staff are more aware of when pupils are feeling anxious or upset; it provides a way to recognise the signs earlier.
- Staff are able to listen more effectively to what a pupil is communicating to them.
- New staff and supply staff can use the information to learn quickly about how the pupil communicates with others and be confident that strategies are in place to support the pupil with insight and understanding.
- Staff can add more information to the chart as they get to know the pupil better and gain a better understanding of how the pupil communicates with others. It can help staff to spot signs or behaviours that may otherwise be missed.
- Gives school staff confidence because they know how to respond to the child effectively.

Benefits for others

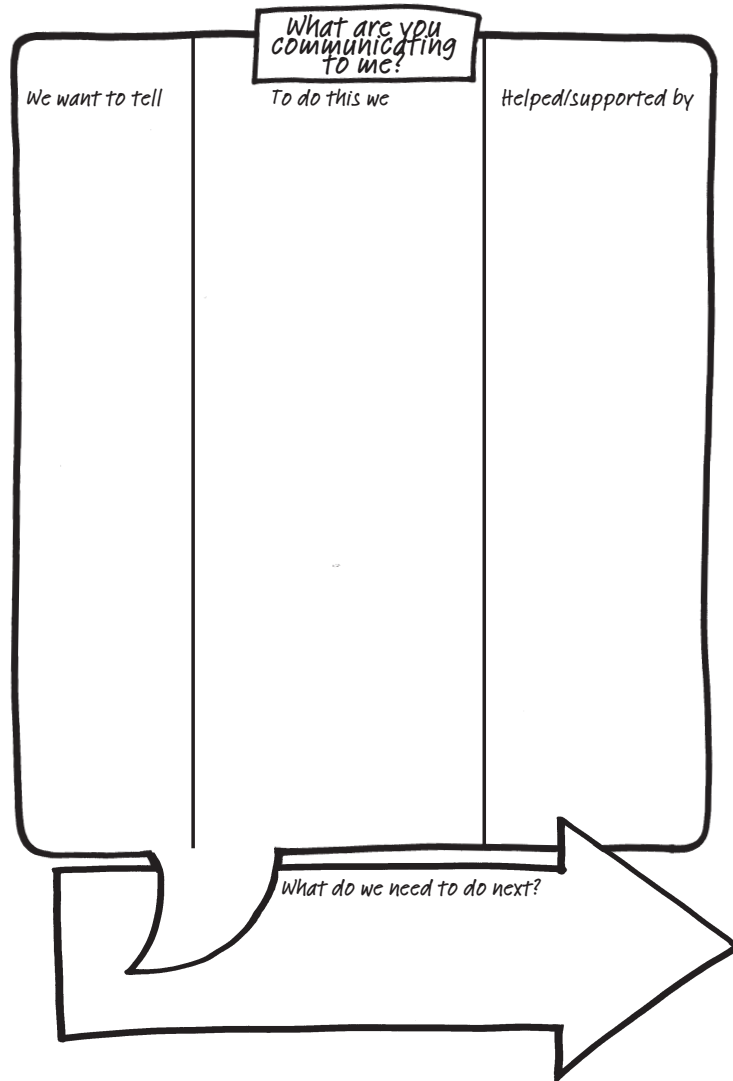
- There may be fewer incidents of difficult situations as staff are more aware of how pupils are communicating, especially when presenting behaviours that are difficult or challenging.
- This information can be shared with peers to support the way they communicate with the pupil and help build better relationships.
- Peers learn that everyone is different, that we all communicate in a variety of ways and some of us need very careful listening to in order to be understood.

Communication Chart 2

How we communicate with the pupil

Summary of this person-centred thinking tool

Communication charts can also record how we can communicate effectively with the pupil.



Benefits for pupils

- The pupil can more easily understand what is happening now or is going to happen.
- As a way of the pupil recognising and being reassured in the same consistent way when they feel upset or angry.
- Adults will communicate key messages in a consistent way.
- Adults will be able to adapt the way they communicate in a way that works best for the pupil.

Benefits for parents

- Enables parents to share their knowledge about how they communicate with their child and how their child best understands key messages from others.
- Reassures parents that staff can adapt their communication in order to support their child better.

Benefits for school staff and teams

- Staff will know how to make themselves understood by the pupil.
- Lessons will run more smoothly as staff are able to communicate more effectively with the pupil.
- Staff can add more information to the chart as they get to know the pupil better and learn more effective ways to communicate with them.
- New staff and supply staff can quickly use information from the chart to help them communicate better with the pupil right from the start.

Benefits for others

- There may be fewer incidents of difficult situations as staff are more aware of how to communicate with the pupil.
- Effective ways to communicate may benefit other pupils. For example, staff will know the importance of breaking information into smaller chunks or using signs/symbols to support their communication.
- Teachers could use this with the whole class or tutor group to establish with the class how they will convey key message to the whole class.

Learning Log

Summary of this person-centred thinking tool

A **Learning Log** is a simple way to record learning and information about a pupil, to continuously improve how we deliver personalised learning and support. It can replace other daily records, to be used to structure home-school books.

Learning Logs help us think about what needs to stay the same and what needs to change to support the pupil in different situations. This information can also help us understand what is important to a pupil. It can be used in a formative way, helping people understand how best to support pupils on a day-to-day basis and therefore to enhance their effective learning opportunities and optimise progress. **Learning Logs** can be used in a summative way, helping people put all the information together on a new **One-Page Profile** or to help review a current one.

Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work?

Learning Log

What does this mean we need to keep doing or do differently?

Benefits for pupils

- Develops our understanding of how to deliver personalised school support.
- To enable the school to identify any adjustments that could help the pupil to have better support or learning opportunities.
- To identify where support might be required in order for pupils to learn effectively and therefore maximise progress.
- Adults can learn what support is helpful and what needs to be different and make positive changes based on this information.

Benefits for parents

- Parents can add their knowledge to the **Learning Log** and contribute to staff getting to know their child and planning the best supports for their child.
- To reassure and alleviate anxieties parents may have at times of transition.
- As a means for parents to learn what supports work best for their child in school and finding out what staff have learned about their child as they have got to know them over time.

Benefits for school staff

- Enables staff to record the rich detailed information they often have in their heads so that others can benefit from this and it can be passed on.
- Can support adults reflecting on a situation and enable them to make positive changes based on this information.
- Recording information helps us remember – we can then use this record to help us draw up a **One-Page Profile** or review a current one.
- Staff may be able to spot patterns in the information gathered which can lead to a better understanding of how best to support the pupil.

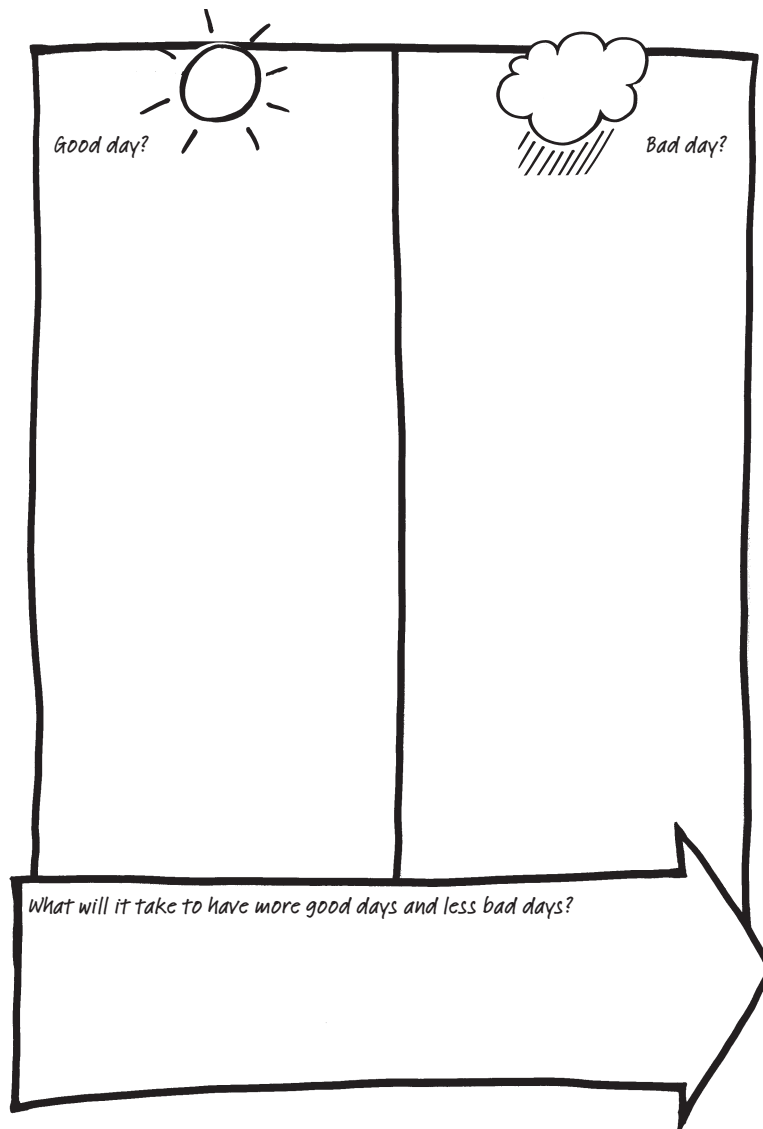
Benefits for others

- Information that is learned about the whole school could be shared with Governors to inform the school development plan.
- Could be used to reflect on activities from the perspective of the whole school community.

Good Day/Bad Day

Summary of this person-centred thinking tool

This involves gathering information about what makes a good day and what makes a bad day for each pupil. Then, by asking specific questions, we can use this information to begin to understand what is important to a pupil and learn how best to support them in school.



Benefits for pupils

- Enables pupils to think about what makes a good day and bad day for them in school.
- This information can be used to start a **One-Page Profile**.
- Helps pupils to understand what is important to them in school and what makes them a better learner.
- Supports pupils' sense of belonging within the school setting as staff are listening to them and supporting them to have more good days.

Benefits for parents

- Enables parents to think about what makes a good day and bad day for their child in school and possibly identify any further contribution they could make to support their child to have more good days.
- Helps parents to understand what is important to their child in school.
- Reassurance that staff in school have a better understanding of their child and what impacts on their day in school.
- Supports positive relationships with school.

Benefits for school staff and teams

- Enables staff to think about what makes a good day and bad day for the pupil in school and what their role is in creating the best learning days.
- Helps staff to understand what is important to the pupil in school and how this information can be harnessed to make learning effective and maximise progress.
- Helps the staff to think about any changes that could be made to how the classroom or the school day is arranged or how lessons are organised in response to the comments of the whole class.
- Could be used with the whole class to help everyone appreciate what makes a good day and a bad day for their friends in school.
- When used with the school staff team it could act as a way of knowing how best to support each other as colleagues.
- Could be used to collate responses and create school rules or class rules specific to each cohort.
- Could be used to inform additional support work, such as Individual Education Plans (IEPs).
- Could be used to develop strategies within school. For example, if children were saying a bad day related to break times, staff could establish strategies to address this such as providing structured games or clubs. Likewise, if children were saying a good day was when they went outside to learn, more such opportunities could be provided.

Benefits for others

- Could be used with Governors as a way of learning how best to work together as a team with a common goal of supporting and developing the school.
- When children attend after-school clubs or lunch time clubs, this could be used to find out how best to run sessions and support the pupils.
- Demonstrates that the school listens and responds to its community.

4 Plus 1 Questions

Summary of this person-centred thinking tool

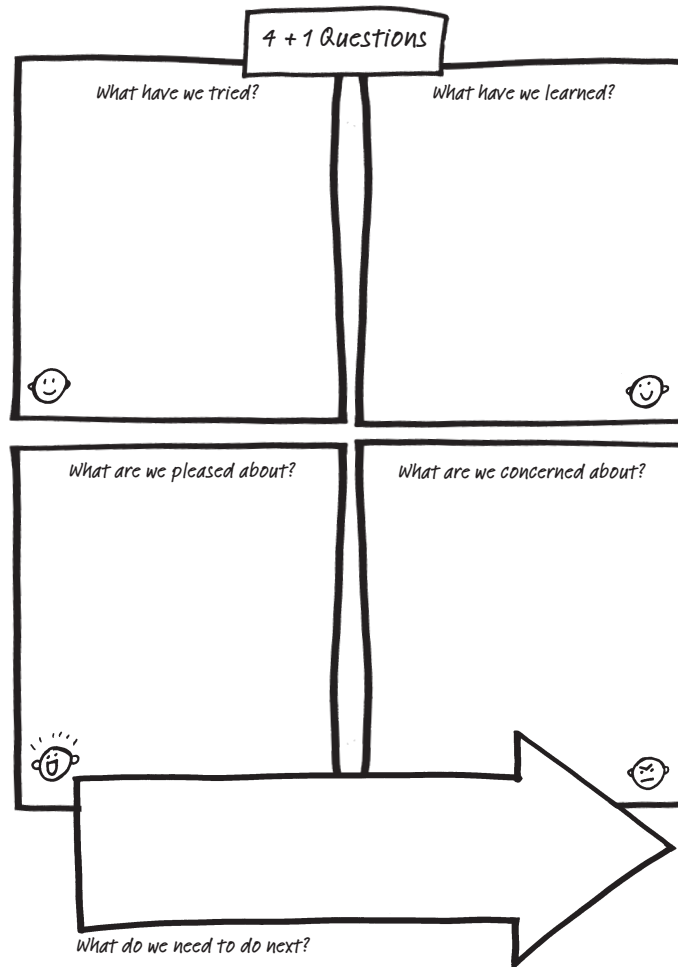
This tool is a way of reflecting on what has been happening and what has been learned in relation to any situation. It first asks four questions:

- 1 What have we tried?
- 2 What have we learned?
- 3 What are we pleased about?
- 4 What are we concerned about?

This tool offers an opportunity to acknowledge what has been working well but also gives participants in the discussion a way to share their worries about any issue.

Following reflection, the next question is:

- Given what we know now, what next?
- This last question – the plus 1 – then forms the basis of action planning.



Benefits for pupils

- A structured way for their views to be heard.
- A way of identifying what they and others have learned from any situation.
- A way of recognising and celebrating what has been working well.
- A genuine way to listen to their concerns.
- A basis for action planning.

Benefits for parents

- A clear process for identifying what has been learned in situations relating to their child.
- A way of contributing to reviews about school around particular topics.
- A means to share both celebrations and concerns in relation to their child.
- As the basis of a survey of the school as a whole during Parents' Evenings.

Benefits for school staff and teams

- A way of receiving feedback from both the whole school and classes or year groups about initiatives from both pupils and parents. This information can inform school development plans.
- As a way for a staff team to reflect on the value of any pilot projects and set actions based on them.
- As a way to evaluate any new intervention the school may be trying out to measure the impact qualitatively.
- Staff feel listened to and can contribute their ideas and experience to the school development plan.

Benefits for others

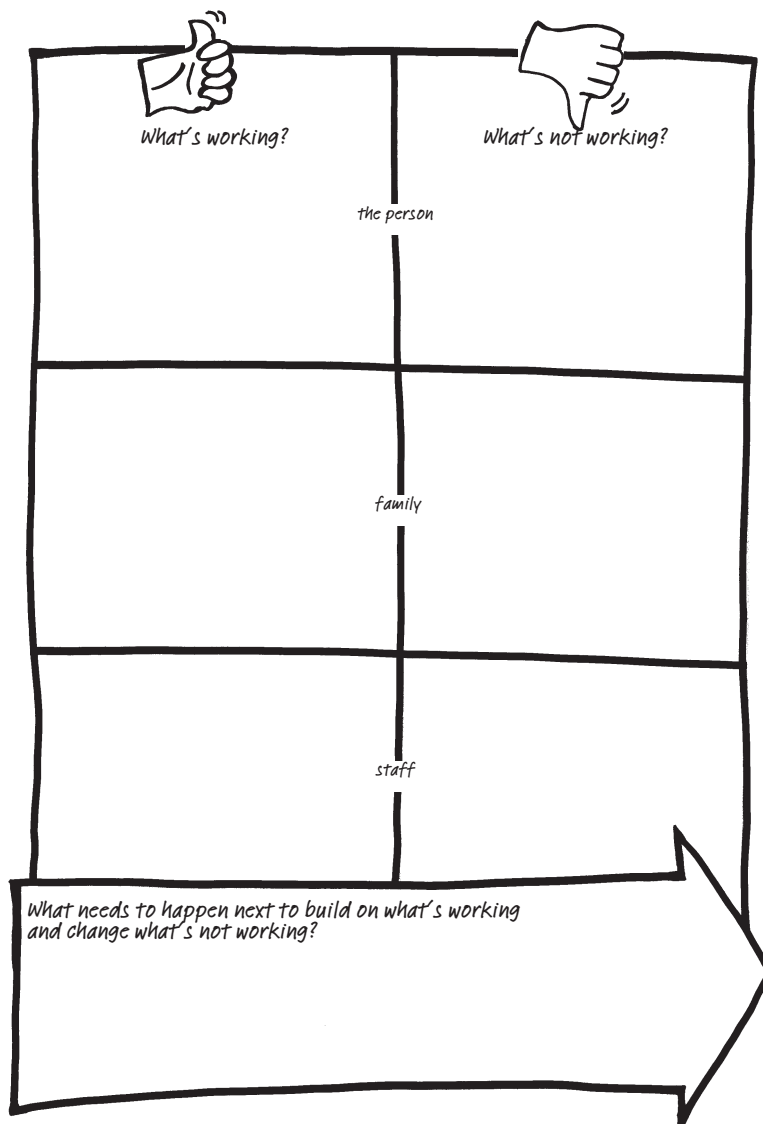
- Enables the Governors to receive feedback from parents and both the whole school and year groups, as well as the school staff, to inform school development plans.
- As a means to reflect and learn in relation to any issue or situation that comes to the Governors, both compliments and complaints.
- In partnership working with any other body, to reflect on progress of work together and set actions.

Working and Not Working from different perspectives

Summary of this person-centred thinking tool

This can be used in different ways to identify where things are working well and where things need to be different (not working) by looking at an issue from different perspectives. It can include the views of a number of people while remembering that the pupil is at the centre. It gives us:

- A snapshot of how things are now.
- An opportunity to acknowledge what is working well.
- A clear way of highlighting what needs to be different, to build into actions.



Benefits for pupils

- To learn what is working and not working for the pupil – about a subject in particular; or about school life generally.
- Could be done as an activity in form/class time to review what pupils think about school life and their performance.

- Can be used with a **One-Page Profile** to agree actions, for example individual time with a teacher.
- Can be used as a whole-class activity as a review process.
- As a way of discovering what needs to be put in place at times of transition from one class or school to another.
- As a way to gather different perspectives and views, for example in parents' evenings or **Person-Centred Reviews**.
- As a way for school councils to reflect on issues, for example, gathering pupils' views to inform the school development plan.
- As a way of reviewing additional provision in school from the child's perspective, for example for a termly IEP review,
- To gain an understanding of the pupil's perspective if they are distressed in school to develop a targeted plan to support them.

Benefits for parents

- To contribute their perspectives on issues or their child's progress, for example in parents' evenings, or **Person-Centred Reviews**.
- Can be used as a way to consult with parents on an issue – by asking them what they think is currently working and not working and to plan actions with them.

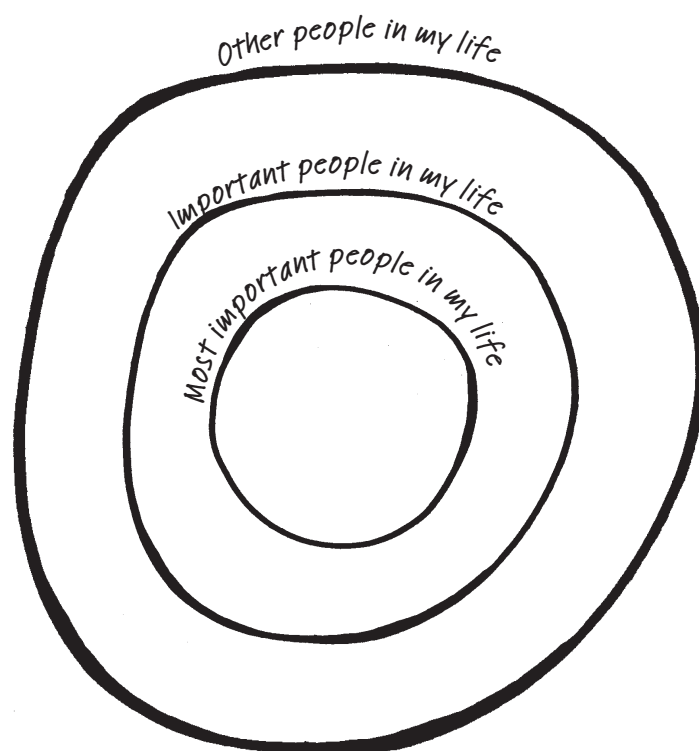
Benefits for school staff and teams

- Can be used in staff meetings to look collectively at what is working and not working about a situation or issue from different perspectives.
- Useful in one-to-one sessions, performance management meetings or supervision sessions to look at what is working from the staff and their manager's perspective.
- To gather the staff member's views to inform the school development plan.
- Benefits for others.
- As a way for everyone to reflect on the school's mission and values and find out what is working and not working about how they are implemented within the school, from a range of perspectives.
- To review progress on the school development plan.

Relationship circle

Summary of this person-centred thinking tool

This tool is a visual summary of who is important in the pupil's life. It is a way to understand the number, spread and depth of relationships that the pupil has, and to then think about how to strengthen existing relationships and develop new ones. The information about who is important can then be added to the pupil's **One-Page Profile**. Pupils can use photos or draw the people in their life. It can be represented as circles or as a map.



Benefits for pupils

- Can be useful as a way to reflect on relationships and how they can be strengthened, or think about developing new relationships.
- If a pupil needs support, this can help identify who in the pupil's life may be able to offer this (for example if the pupil has a personal budget).
- Important when using the **Matching** tool to think about the relationships that work well for the pupil and to identify the characteristics of the people they get on with best.
- To begin to develop a 'Circle of Friends'.

Benefits for parents

- Could help them to understand their child's network of friendships and relationships, and anything the family can do to support this.
- Could be used with a group of parents to think about how to continue to improve and develop relationships between the school and families as part of the school development plan.

Benefits for school staff and teams

- Could develop a relationship map for the whole school by getting the staff to think about the different people and relationships that are important to the school – for example families; inspectors; local community leaders; suppliers; professionals/ community team; and how these could be improved or extended.

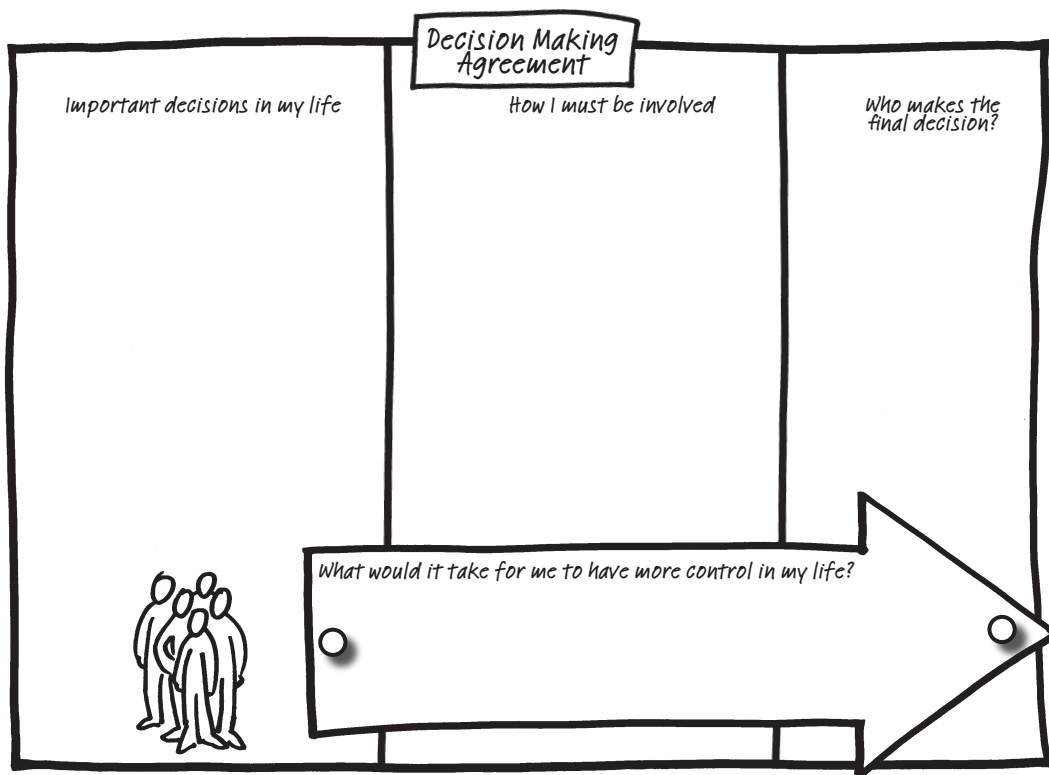
Benefits for others

- A way for Governors to learn who is important to the school – another approach to stakeholder mapping to inform the school development plan.
- Helps Governors and school staff to think about partnerships with people and how these can be developed (for example PTA, local business leaders) and decide which relationships to invest in and to plan ways to do this.
- Important in considering who to communicate with outside the school to share successes (or challenges) with.

Decision-Making

Summary of this person-centred thinking tool

This tool creates a clear picture of how pupils make decisions, the range of decisions they make, and what information and support they need in decision-making. This person-centred thinking tool has two parts – the **decision-making profile**, which shares the pupil's preferences in decision-making, and the **decision-making agreement** which specifies the important decisions and how the pupil wants to be supported with them.



Benefits for pupils

- A way to understand and record the best ways to support pupils to make decisions.
- Creates a clear description of the decisions that the pupil currently makes so that they are not over-supported or under-estimated.
- A way to think about increasing decision-making and responsibility appropriate to the pupil's age and circumstances.

Benefits for parents

- Where others are involved in making decisions with the pupil (for example parents and teachers), this tool creates clarity over their involvement and how the final decision is made.

Benefits for school staff

- Can provide clarity about what the pupil makes decisions about, what decisions are the parents and what the teachers decide, and how each contributes to decision-making.
- A way to think about what decisions should be co-produced with pupils, parents or the Governors.

- Within schools teams, the decision-making agreement clarifies the decisions that a team can make – what is within their control?
- For the decisions that the team makes, it clarifies how each decision is made, for example, is it by consensus, by majority vote or does the head teacher decide?
- It can be used or adapted to develop classroom/school ground rules.

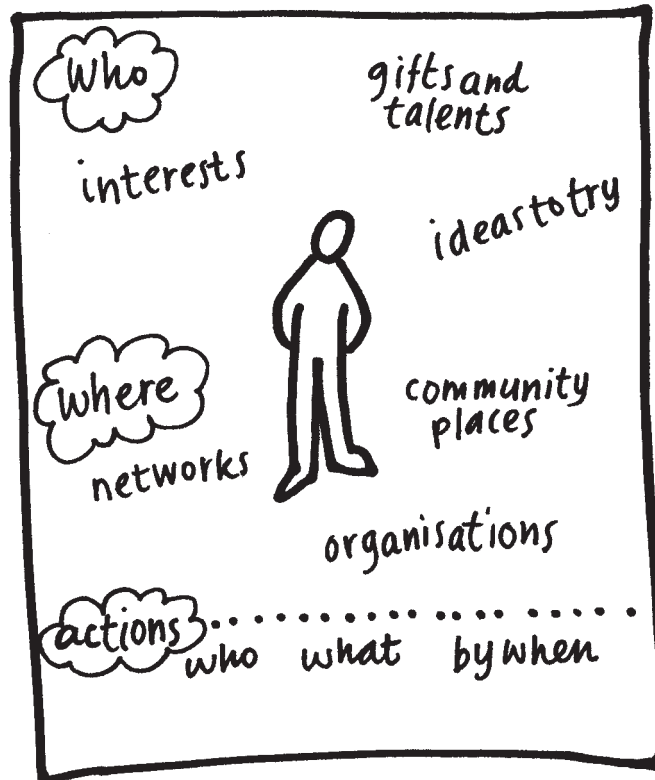
Benefits for others

- Can be used with Governors to clarify the decisions that they make and the decisions that require the input of pupils, parents and staff.
- It can inform the home-school agreement.

Community Contributions

Summary of this person-centred thinking tool

This tool is a way to map out how connected pupils are within their local community and the nature of their connection. This provides an opportunity to look at where the person spends their time (outside their home) and explore whether they are simply present, or participating, connecting and contributing.



Benefits for pupils

- A way for pupils to think about and understand who they are with in the wider context of the local and national community.
- A way to think about what it would take to extend the places where the pupil goes; what is working and not working about where they go, and develop actions to change anything that is not working.
- A way to think about how the pupil could contribute to community life; and what opportunities could be created to connect and develop relationships.

Benefits for parents

- Helps them to see their child in the context of their local community and reflect on how they are part of this community.

Benefits for school staff

- A way to map places where staff and the school can make a community contribution. It can identify where there may be opportunities to share resources or have mutually beneficial relationships.
- See where there could be greater connections and the possible benefits of this.

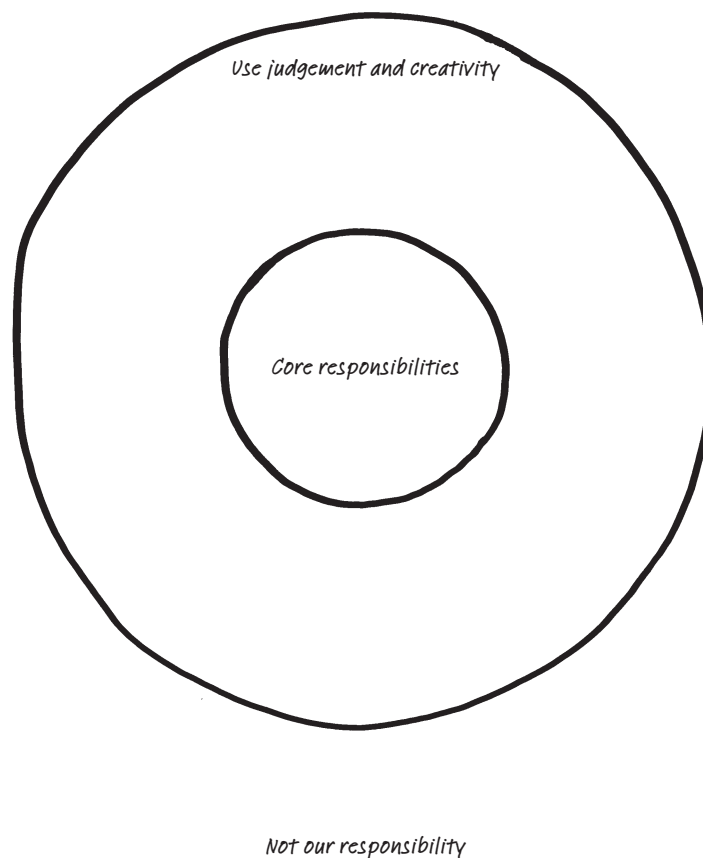
Benefits for others

- Mapping contributions and connections within the community can inform the school development plan. For example, are there ways and places where the school could make a greater contribution to civic life?

Roles and Responsibilities (The Doughnut)

Summary of this person-centred thinking tool

The **doughnut** is a tool that helps people understand not only what they must do (core responsibilities), but where they can try things using their own judgment and creativity. It also identifies what is not their responsibility. It is often known as the **Doughnut** because it is a visual tool with an inner ring where core responsibilities are recorded, a second ring showing where people can use their judgement and be creative, and an outer ring which reflects areas that are not the person's responsibility.



Benefits for pupils

- It can be used with pupils and staff to clarify roles and responsibilities within the school. Using the **doughnut** creates a culture of accountability where everyone understands their roles and what they are accountable for and where people can be creative.
- Benefits for parents.
- Helps parents understand what their responsibilities are and what they can expect from teachers (and what is not teachers responsibilities).

Benefits for school staff and teams

- Helps with staff well-being – not knowing what is expected of you is a source of anxiety and stress.
- Can be used as a basis for personalised job descriptions and contracts.
- Can be used with pupils and parents to think together with teachers about roles and responsibilities in a particular situation.
- Can inform home/school agreements.
- Can inform classroom agreements or rules.

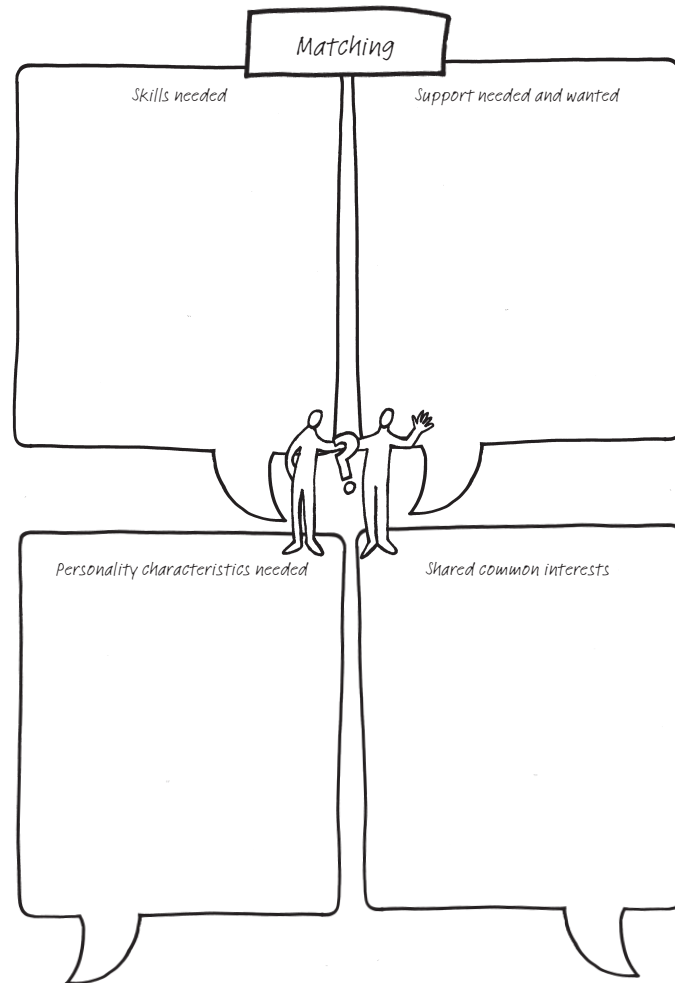
Benefits for others

- **The doughnut** can be used to clarify responsibilities and expectations between school staff, the senior leadership team and the Governors about their roles generally or about key issues.

Matching

Summary of this person-centred thinking tool

This is a structured way to think about the best matches for pupils with other people – for example other pupils or support staff. It works across four areas; support needed, skills wanted and needed, personality characteristics and shared common interests.



Benefits for pupils

- Helps clarify what makes a good match between the pupil and others for situations where people need to be paired or matched (for example school trips).
- Can be used as the person specification and job description in recruitment for individual supporters for pupils (for example personal assistants).

Benefits for parents

- This is the main tool for person-centred recruitment for support staff (personal assistants/teaching assistants) for pupils with a personal budget.

Benefits for school staff

- Getting better matches between pupils can make situations more rewarding and enjoyable for everyone.
- When recruiting people to a team, it enables the team to think about what skills may be missing in the team, and what kind of person would be the best fit.

Benefits for others

- In recruitment, for example Governors and head teachers.

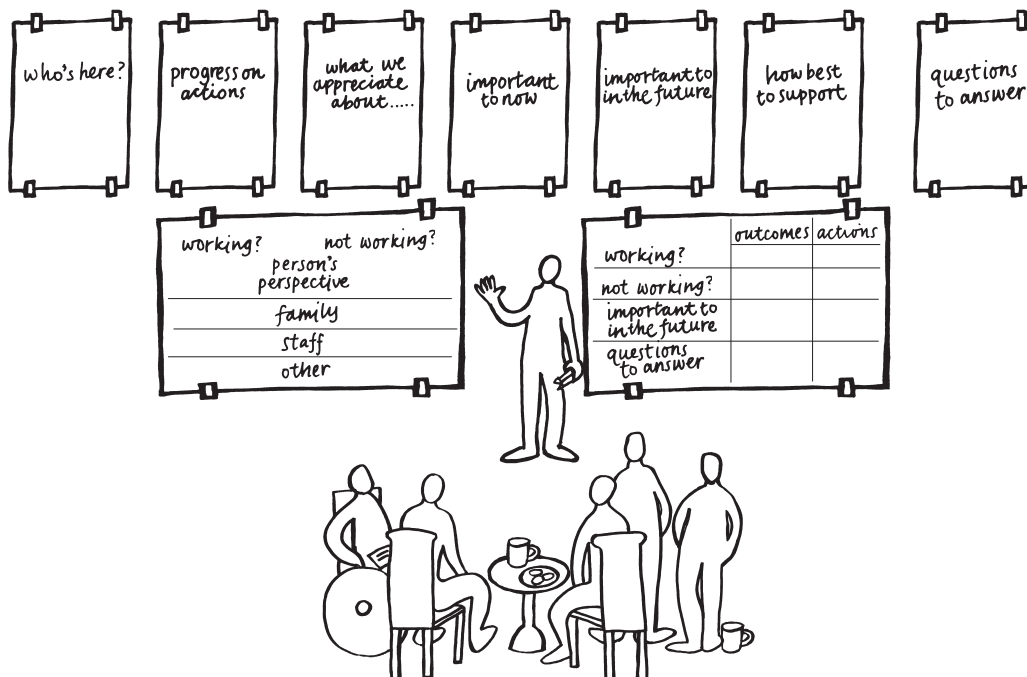
Person-Centred Reviews

Summary of this person-centred thinking tool

Person-Centred Reviews were initially developed in education to transform Year 9 Transition reviews, as a way of ensuring that the young person was at the centre. The annual review process is a way of learning what is important to and for the pupil, together with the people who are important in a pupil's life and the focus of the review is on creating action plans. It is now widely used across all ages of schooling. The information from **Person-Centred Reviews** can be aggregated to inform school development plans through a process called Working Together for Change. The review looks at:

- What we appreciate/like and admire about the pupil.
- What is important to them now.
- What is important to them for the future.
- What do we need to know or do to support them?
- Questions to answer/issues we are struggling with.
- What is working and not working from different perspectives.
- Action plan.

The review thus brings together the information from all the other person-centred tools. The review process includes the pupil and their family.



Benefits for the pupil

- A chance to attend an annual review meeting in a format that is truly pupil-friendly and where they can be effectively included in the meeting.
- Being listened to about what is working and not working in relation to school.
- Time to focus on what action could be taken to make things better or maintain what is working well.
- A way of starting to draw up a **One-Page Profile** so all teachers and assistants know what is important to the pupil and how best to support them.
- An opportunity to think about their future and make plans based on what they want, and what is important to them as well as what is important for them.
- An opportunity to influence the action plan that is put into place for them (as part of an annual review) to address issues that are important to them rather than others.

Benefits for parents

- A chance to contribute to a review meeting on equal terms with professionals.
- An opportunity to share their views on what is important to and how best to support their child.
- Another way to contribute to a **One-Page Profile** or person-centred description of their child.
- A way to share what is and isn't working at school from their perspective.
- A way to contribute to actions to bring about change.
- A way to contribute to school development and planning through processes like Working Together for Change.
- An opportunity to think about what their child wants for the future and to contribute to the plans based on this.

Benefits for school staff

- A process of holding a review meeting which is pupil- and family-friendly.
- An opportunity to learn from the information shared at a number of reviews to inform the school's development plan (through Working Together for Change). This is a way of giving parents and pupils a direct contribution to the school development plan.
- A way of demonstrating that this school is listening to pupils and personalising education.
- A way of empowering the family to contribute to the review process and addressing issues that are important to the child and family and demonstrate partnership with parents.
- A great way for the school to ensure that actions arising from the review are pupil-focused rather than organisationally driven.

Benefits for others

- An opportunity for Governors to hear and act on contributions to school development plans from pupils, parents and school staff through Working Together for Change.
- A way of setting school objectives based on these direct contributions.
- A way of demonstrating listening to pupils and parents to inform the direction of the school.

Conclusion

“If we can’t focus on each individual child as an individual, we’ll never meet their needs and their capacity to reach their potential will be compromised. One-page profiles are an ideal way of underpinning a new approach to inclusion in every lesson and in every school.” Andrew Webb, Vice President of the Association of Directors of Children’s Services

A great deal has been said over the years about the importance of personalisation in education, but what seems to have been lacking is a vehicle for the delivery of personalised approaches. One-page profiles and other person-centred practices offer a straightforward, commonsense method of personalisation. Teachers implementing these tools recognise quickly that they are designed to enhance what they do, dovetailing into existing curriculums and becoming an integral part of school life rather than an additional paperwork burden.

In primary schools, by nurturing pupils’ emotional intelligence and encouraging them to be aware of the support they need and the areas they need to focus on, a person-centred approach can be part of a drive to raise standards. In secondary schools, where pupils begin to think about their futures, person-centred practices can be used to encourage self-motivation, goal-setting and aspiration, aspects of young lives that are often overlooked due to academic pressures.

It is our mission to bring one-page profiles and other person-centred practices to schools UK-wide. Pupils given the opportunity to flourish as individuals will develop a precious sense of self-worth, and they’ll become confident and motivated school-leavers.

Year 6 pupils commenting on one-page profiles:

“It makes you feel a lot more close to your teacher and since you are going to be living around her nearly every day, it’s nice to feel you are part of a family almost and you feel a lot more special.”

“You can talk about you. You don’t have to make anything up.”

“If they know all about you and what you are like and everything, then they know how to treat you.”