

Tell It Once Profile – For Previously Looked After Children

General Information			
Full name			Gender
Date of Birth			Current legal status
Ethnicity/cultural background/ languages spoken			
Family details			
Life so far...			
Difficulties/disruptions in early years	<i>E.g. Reason for entering care/family history relevant- consider events during pregnancy and birth as well as any indicators of experiences identified on ACEs tracker.</i>		
If LAC/ PLAC - Care journey summary	<i>E.g. Time in care/number of placements/types of placements experienced</i>		
Significant relationships	<i>e.g. Key family members/carers/important adult relationships/peer relationships/any relationship concerns</i>		
Previous or ongoing Early Help/CSC involvement	<i>Eg TEH, CIN, CP, LAC, PLAC</i>		
Significant events <i>(E.g. moved house, new sibling, loss, separation.)</i>	Date	Event	
Current support network	Social worker -		
	Health professionals -		

	Therapeutic support -	
	Advocate/guardian –	
	Education support -	
	Peer support -	
	Other professional contacts	

Education Overview

History <i>(Including any periods out of education)</i>	School setting	Dates: from – to	Additional support
Current education status	E.g. Any Special Educational Needs/EHCP/SEND support/EHCNA/Formal diagnoses		
Educational support	E.g. Areas requiring support		

Health and Development

Current physical health status	E.g. Any chronic conditions/medications/allergies/health concern...include sleep patterns, night terrors/waking, muscle tone, eating patterns...
Mental health and emotional wellbeing	E.g. Mental health history/trauma history/any diagnosed conditions/therapeutic support received/current mental health status...include trusting grown-ups, following the lead of grown-ups, trusting peers, misinterpreting, empathy, control battles, fear of making mistakes, over-reactive responses, different personas...
	Coping strategies:
Developmental considerations	E.g. Developmental milestones/developmental delays/speech and language development/social and emotional development...include executive functioning, taking initiative, organisation, working memory/short-term memory, ability to inhibit-restrain, or prevent something from developing or happening...

Behavioural and social information	<i>E.g. Behavioural strengths/challenging behaviours/triggers for difficult behaviours...include risky behaviours, things that affect regulation, hyper/hypo/a mix, Approx recovery time from a stressor, sensitivity to touch/sound/silence/voice/smells/atmosphere/others' moods/facial expressions/eye contact/gender.</i>	
	Behaviour at home:	Behaviour at school:
	Effective management strategies:	Effective management strategies:
Risk assessment and safety plan	Previous incidents: Risk factors: Protective factors: Safety measures:	
Strengths, interests, and aspirations	<i>E.g. Key strengths and talents/hobbies and interests/cultural/religious interests/achievements and accomplishments/independent skills</i>	
Future Planning		
Aspirations and goals	<i>E.g. Career interests/independence skills</i>	
Transition planning	<i>E.g. Type of transition/timeline/transition needs/support required</i>	
Unique/special considerations		