Enabling Pupil Participation
‘If the grown-ups only asked us, we’d advise them correctly. We know better what bothers us: we have more time to think about and observe ourselves; we know ourselves better; we are experts of our own lives and affairs.’ (Jannsz Korczak, 1925)
Acknowledgements

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Introduction
Introduction

This guidance was written to provide schools with information, ideas and practical suggestions for supporting increased participation of pupils in their education.

At both national and local government level there is increasing recognition of the need to engage members of communities in making decisions about the services provided on their behalf. It is in some ways surprising that although these services are for children participation has been, until recently, largely the preserve of parents and teachers who have contributed on their behalf. For children looked after by local authorities there have been efforts made to engage with children and young people directly. This has been stimulated by legislation (Children Act 1989) and issues around Child Protection, for example the case of Victoria Climbie (Inquiry Report, January 2003, Crown Copyright).

In response to current trends in 2003 a working party was established by Essex LEA with the objective of developing guidance on good practice to enhance pupil participation. The group consisted of education psychologists, specialist teachers and a range of staff from primary, secondary and special schools.

This guidance provides a framework for pupil participation and explores a range of whole school and individual approaches that are already in use and can be further developed within individual schools. Details of skills and techniques are provided along with practical examples for staff to develop specifically for their pupils to enable them to express their views and opinions, thus putting pupils at the very centre of their learning.

December 2003
Chapter One

Principles of Pupil Involvement and Participation
Chapter One

Principles of Pupil Involvement and Participation

Introduction

This section outlines the rationale for encouraging greater participation of pupils in their education. It is divided into three dimensions: ethical, legal and educational.

The ethical dimension to pupil involvement

In 1989 the United Nations (UN) Convention on the Rights of the Child, highlighted the importance of allowing children their say.

‘Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.’

Article 12

More recently a DfES consultation document ‘Working Together: Giving children and young people a say’ has claimed that:

‘It is ultimately for LEAs and schools to decide how best to involve children and young people. This means opening up opportunities for decision-making with children and young people as partners engaging in dialogue, conflict resolution, negotiation and compromise.’

DfES consultation paper 4.1 & 1.2.

Pupil involvement should be reflected within the ethos of the whole school. All adults and pupils need to develop responsibility for supporting pupils to express their opinions in all aspects of school life and to work together to make agreed, well informed decisions on priorities.

‘Everyone has the right to a voice and to be listened to; The manager leads through empowerment and encouragement, not autocratic, impersonal direction’

Lorna Farrington, Essex SENCO Conference 2003
Visitors to schools often comment on the ‘feel’ of the school: an almost intangible and subjective sense that everyone in the school is happy, purposeful and valued. OfSTED inspections report on the ethos of a school in relation to how well it is led and managed. Commitment to the achievement of high standards; pupil and parent satisfaction; the extent to which pupils feel they belong to and support the school community; and good working relationships across the school are all seen as contributory factors. This was described by a school who had a

‘picture of the child at the centre, with everyone, the dining room supervisors, the teaching staff, the teaching assistants, the kitchen staff, the caretakers, cleaners, all in a circle around that child, all with their bit to say. It’s about the child learning and having high expectations but it’s about the child having a say too, not just being done to, but doing things as well.’

Index for Inclusion. second edition

The legal dimension to pupil involvement

Since the UN Convention on the Rights of the Child, 1989, there has been a greater move in legislation to define pupil involvement in a range of contexts:

‘The Government is committed to providing more opportunities for children and young people to get involved in the planning, delivery and evaluation of policies and services relevant to them.’


The SEN Code of Practice, 2001 has devoted a chapter to pupil participation and highlights that:

‘Pupil participation should be the goal for all children and opportunities for such participation should expand as pupils develop the skills to participate and express themselves. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance.’

SEN Code of Practice, (2001)

The SEN Toolkit, which assists schools to implement the SEN Code of Practice 2001 describes the principles which enable pupil participation for children with special educational needs in all the decision-making processes that occur in their education. These are that:

- everyone involved with pupils must commit themselves to the challenge of ensuring pupil participation;
• everyone must recognise the legitimate interests of other partners in decision-making;
• there has to be a commitment to the long-term participation of pupils;
• pupils need training and encouragement to help them become actively involved;
• teachers and parents need to learn how to involve the pupil;
• there has to be a determination on all side to make pupil participation work.

The SEN and Disability Act 2001 also makes reference to the importance of including pupils –

‘The school should make best use of the available expertise. Disabled pupils, their parents, specialist teachers, local voluntary and disability organisations might be able to bring a useful perspective to help identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children.’

Accessible Schools: Planning (DfES 2002).

Should a request for a Statement of SEN proceed to the Special Educational Needs and Disability Tribunal (SENDIST), LEAs are required to provide pupil views about the ‘issues of the dispute’.

For the majority of pupils this will be straightforward but for some pupils with special educational needs they will require a more creative approach. There should be a genuine desire and intention for adults supporting the pupil to follow through what they have agreed to do.

Schools need to consider carefully how they can support pupils to understand the context for their education and express their views using innovative and creative means of communication that are accessible to the pupil and utilise the pupil’s strengths. To ensure that:

‘…………children’s and young people’s voices are effectively heard, the Government intends to legislate at the earliest opportunity for the appointment of a statutory Children’s Commissioner. The Commissioner would act as a children’s champion independent of Government, and would speak for all children but especially the disadvantaged, whose voices are too often drowned out.’


This action supported both the SEN Code of Practice 2001 and the SEN Disability Act 2002 and kept the views of children high on every school’s agenda.
The educational dimension to pupil involvement

Curriculum guidance now places increased emphasis on relevance to individuals and ensuring that pupils are encouraged to contribute meaningfully. In addition, research and practice has demonstrated that when children are active participants in all aspects of their learning, and strategies and systems are in place to support the process, pupil motivation and achievement will follow.

‘To be in control of one’s circumstances and to maintain mastery is a significant motivation in behaviour’

Rodin, Timko and Harris, (1986)

The Foundation Stage

The principles for early years’ education are built on good and effective practice in early years settings in which:

- the curriculum is relevant;
- practitioners understand the rapid development of pupils in the early years;
- children feel included, secure and valued;
- experiences build on what children know and can do;
- no child should be excluded or disadvantaged;
- parents and practitioners work together;
- the early years curriculum is carefully structured.


There should be opportunities for children to engage in activities planned by adults and also those that they plan and initiate themselves. Practitioners need to help children by offering the vocabulary with which to articulate their feelings in a wide range of contexts, to practise resolving conflict, make choices and decisions, see situations from another’s point of view and form relationships. When children share their experiences with peers and practitioners they need to encounter empathy and active listening. Children should be encouraged to describe their efforts and be given opportunities to praise themselves. Open-ended questions can be used to make learning a problem solving process rather than a success or failure.
National Curriculum

The National Curriculum encourages teachers to ‘create effective learning environments’ in which:

- the contribution of the pupil is valued;
- all pupils can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.’

National Curriculum, (1999), KS 1&2 p.31 and KS 3&4

The key skill of improving learning and performance involves pupils reflecting and critically evaluating their own work and what they have learnt and identifying ways to improve their learning and performance. They need to be able to:

- identify the purposes of learning;
- to reflect on the processes of learning;
- to assess progress in learning;
- to identify obstacles or problems in learning;
- to plan ways to improve learning.

All subjects provide opportunities for pupils to review their work and discuss ways to improve their own learning. All children, whether they have special educational needs or not, should be actively involved in setting and reviewing targets and for some children, parents and staff this may be a challenge and this is where this handbook aims to help.
Summary
Current legislation confirms that from an early age children need to be encouraged to express their views in all areas from simple targets to a discussion on the choice of schools.

‘Confident young children who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.’

Code of Practice (2001)
Chapter Two

Whole School Approaches
Chapter Two

Whole school approaches

‘An improving school is one that listens to the voices of its pupils’

Jelly, Fuller and Byers, (2000)

Introduction

If we are advising schools on how pupils with special needs can become more involved in their educational provision, success will be more likely if there is already an ethos that fosters a whole school approach to participation. All pupils need to develop a range of skills to become genuine partners in the planning process. Opportunities for reflecting on their needs, those of others, self-assessment, and communicating their thoughts and wishes, can be built into day to day experiences. Pupils who have real experiences of thinking and talking about their learning can then contribute more effectively to making decisions on individual targets. If they have never previously had a conversation with an adult about their learning, asking them for the first time to suggest a target for their individual education plan is unrealistic.

The chapter contains the following sections:

1. Participation through the curriculum
2. Peer support
3. Consulting with pupils for school improvement
4. Involving pupils in decision making
5. Summary
Section 1

Participation through the curriculum
There are a number of curriculum developments, national strategies, and local initiatives in Essex in the past decade, that encourage active participation of pupils in their learning.

Personal, Social and Health Education (PSHE) and Citizenship
Citizenship was introduced for secondary school pupils in August 2002. Before then it was part of a framework of non-compulsory cross curriculum themes that lacked clarity and status and very few schools gave time to citizenship. In 1998 an advisory group established a vision with the aim of developing young people who were more actively involved in their communities:

‘We aim ….. for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service, and to make them individually confident in finding new forms of involvement and action…….’

National Curriculum Guidance for Citizenship at Key Stage 3 and 4 (2000) set out the knowledge, skills and understanding to be taught in three interrelated parts.

- Knowledge and understanding about becoming informed citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action

Learning and Teaching Scotland developed a departmental audit for use in secondary schools. This demonstrated how citizenship could provide a vehicle for helping all pupils to practise key skills across the curriculum and could be adapted very simply for discussion with individuals and groups of pupils.

For more information contact: Learning and Teaching Scotland, website:
www.itscotland.org.uk
Figure 1
What opportunities are there in your department for young people to take part in the following kinds of decision making?

- Course content e.g. through investigations, project work or personal reading
- Approaches to teaching and learning, e.g. choice of end product or method of gathering information
- The rules and procedures of the classroom

In what ways do students contribute to departmental evaluation?

- Class/group discussion
- Pupil evaluation questionnaires
- Profiling methods allowing comment on effectiveness of teaching and learning
- Self and peer evaluation

How are the following skills addressed in your department?

- Coping effectively and safely in a range of social situations
- Working in teams to carry out tasks and overcome difficulties
- Communicating effectively with others
- Researching and handling information
- Thinking critically about evidence

Learning and Teaching Scotland

The scheme of work for Citizenship in primary schools begins with the unit: ‘Taking part - developing skills of communication and participation.’ It addresses participation and contribution to school life. Its purpose is to develop skills that enable pupils to join in and communicate effectively in decision-making activities. The teaching activities use circle time and class discussion and can be linked with school council activities.

Local healthy schools programmes can provide support for auditing citizenship through the nationally agreed criteria in the National Healthy School Standard (1999), one of which is ‘giving pupils a voice’.
To maximise active participation with learning, teachers should consider the following:

**Figure 2**

**The physical state of the pupil**
The conditions in which we work affect our levels of motivation. Classrooms need to be comfortable, airy, well lit and well equipped. Lessons need to be structured to take account of concentration levels, for example, single activities should not be longer than 20 minutes.

**The emotional state of the pupil**
Pupils need to know the purpose and value of what they are being asked to do; feel safe to take risks in their learning and understand that failure and making mistakes constitute an important part of learning; believe that they can succeed.

**The learning style of the pupil**
To work continually outside one’s preferred learning style can lead to boredom and lack of motivation.

**The pupil's prior attainment and knowledge**
Pupils need to be working in advance of their actual developmental level but not to be stressed by the learning opportunities presented to them. They need to be encouraged to use what they already know as a basis for understanding new information.

Teaching and learning strategies that enable pupils to take greater responsibility for their learning can lead to greater understanding of the purposes and goals of learning and to more effective self-assessment. These are fundamental elements to raising achievement.
Key points in the guidance on teaching and learning for the then Key Stage 3 strategy are shown below in the form of a checklist for teachers:

**Figure 3**

**Do more of this…**

- Provide choice and help pupils to take responsibility for their learning
- Discuss with pupils the purpose of their learning and provide feedback that will help the learning process
- Encourage pupils to judge their work by how much they have learned and by the progress they have made
- Help pupils to understand the criteria by which their learning is assessed and to assess their own work
- Develop pupils' understanding of the goals of their work in terms of what they are learning; provide feedback to pupils in relation to these goals
- Help pupils to understand where they are in relation to learning goals and how to make further progress
- Give feedback that enables pupils to know the next steps and how to succeed in taking them
- Encourage pupils to value effort and a wide range of attainments
- Encourage collaboration among pupils and a positive view of each others' attainments

**…and do less of this…**

- Define the curriculum in terms of what is in the tests to the detriment of what is not tested
- Give frequent drill and practice for test taking
- Teach how to answer specific test questions
- Allow pupils to judge their work in terms of scores or grades
- Allow test anxiety to impair some pupils' performance (particularly girls and lower performing pupils)
- Use tests and assessment to tell students where they are in relation to others
- Give feedback relating to pupils' capabilities, implying a fixed view of each pupil's potential
- Compare pupils' grades and allow pupils to compare grades, giving status on the basis of test achievement only
- Emphasise competition for marks or grades among pupils
Section 2

Peer Support Systems

Participation is not simply about adults encouraging pupils to share responsibilities or consult with them. Pupils can learn to play a significant role in their schools through a variety of peer support techniques. One of the most common approaches is for pupils to be given responsibility for each other within lunch or break times when there is less formal curriculum activity.

The Playleader scheme in primary schools is a good example of this. Playleaders are pupils themselves, and they learn how to support other pupils in the playground to play games, resolve conflict peacefully and develop friendships. The Essex Behaviour Support team has in the past provided training both for adults and pupils in how to set up their own scheme.

In one Essex primary school the co-ordinator for PSHE identified ‘ownership of the scheme by the children’ as a key factor in its success.

Figure 4

Setting up our school’s Play Leader scheme

- Behaviour Support team led a session for mid day assistants and provided training for the pupils (Year 6)
- Rolling programme: six mixed groups of boys and girls allowed a flexible approach so year 6 pupils can still attend lunchtime clubs and activities
- Year 5 pupils have an induction programme planned for the summer term in preparation for them becoming Playleaders in the following year
- Graduation ceremony on completing training to which their parents were invited
- High profile achieved: photographs and rotas at display stations around the school
Monitoring our school’s Play Leader scheme

- Play-leaders meet the PSHE co-ordinator once a week to note improvements and discuss areas of concern
- The PSHE co-ordinator meets the mid-day assistants once a week
- Information gained links to class-based circle time activities
- Momentum is maintained by constant feedback sessions

Peer support initiatives were developed as practical ways for pupils to experience citizenship and exert a positive impact on relationships and the school ethos. Peer-led pastoral systems had distinct benefits for individuals as well as for the school as a whole. The Behaviour Support Service worked to develop approaches in which pupils took on roles such as befriending, counselling and mediation. Below is an example from a secondary school:

Beat the Bully Campaign

A secondary school recruited 26 year 11 pupils to act as mentors. Training was provided by a tutor from the Pupil Referral Unit in:

- active listening
- mediation
- problem solving
- confidentiality and
- child protection.

Pupils could contact peer mentors through:

- A confidential referral form
- Drop in facility during registration
- Referral by a member of staff

Most referrals were made using the forms but confidentiality was a key issue.
Mentors said: “Very proud to be involved”;
“Younger students get a lot out of it”;
“Should be used in other schools”

Mentees reported that they were no longer bullied or that it happens a lot less.

They found the advice given was very helpful. One said they have made more friends, another joined an after school club.

Section 3

Consulting with pupils for school improvement
In a national programme funded by the Economic and Social Research Council (ESRC) schools across the country developed a variety of school improvement projects. Pupils were consulted on topics including:
- teaching & learning
- school and curriculum policy
- school organisation
- environment
The consultation was carried out by teachers, researchers or local advisers. In some circumstances the pupils took a research role and formally consulted other pupils.
Data was gathered through questionnaires requiring ticks or short responses, diary or learning log entries, focus group discussions, and individual or small-group interviews. Teachers in the programme found the approaches had a surprising impact.
A Science teacher in Ratton secondary school records his view of the pupils as researchers project:

‘The concept of using students to research aspects of their school is a wonderfully refreshing idea. After all, they are the best ones to raise concerns and highlight issues that are important to them about their working and social environment. The project has given ownership and empowerment to the students and a voice in the running of their school. We hope that the
findings can be used by both students and staff to improve learning and teaching across the school. This is what I find so exciting; this research can make a positive difference to everyone. It’s not about students picking holes in teachers, it’s about achieving together.’

Below is a checklist of questions adapted from the ESRC programme that could be used as prompts when consulting pupils:

**Figure 7**

Questions for consulting with pupils

**Classroom learning**
- What gets in the way of learning in class and what helps you to learn?
- What are the qualities of a good teacher?
- What makes a good lesson?
- What kind of feedback do you get and how do you use it to improve your work?
- Which friends do you work well with in class?
- What does working hard mean in (different subjects)?
- Why do boys do less well than girls in some subjects?

**School policies and structures**
- What do you think of the merits/rewards system and how might it be improved?
- What do you think of the school rules and sanctions? Should they be changed?
- What might the school do, or do more of, to help pupils who find it difficult to catch up and keep up?
- What aspects of school would you like more information about or more opportunity to discuss, whether with teachers or with older pupils?
- Why do you think pupils don’t do so well in years 3 and 8?

**Relationships with teachers, pupils and the community**
- Does bullying happen here? What might be done to try to reduce it?
- What ideas do you have for special events that would encourage parents or other people in the community to come into the school?
Some of the key messages from these projects are:

**Figure 8**

**Gains for teachers**
- A more open perception of young people’s capabilities
- An opportunity to see the familiar from a different angle
- A readiness to change thinking and practice in the light of these perceptions
- A renewed sense of excitement in teaching
- A practical agenda for improvement

**Gains for pupils**
- A stronger sense of membership: they feel more positive about school
- A stronger sense of self-worth: they feel more positive about themselves
- A stronger sense of self as a learner
- A stronger sense of agency: it’s worthwhile being involved in school matters

*Ruddock (2002)*

In this example, the simple question ‘What makes a good teacher?’ presents a number of ideas that staff could put into practice easily and quickly.

**Figure 9**

Mason, Year 8, and with significant specific learning difficulties, said:

**Good Teaching** – My French teacher is the best teacher in the whole school.
- She does not immediately react and tell parents if (we) are naughty
- She gives us a warning if we do not follow instructions and then a penalty if we have not complied within five minutes
- We are given targets to achieve before the end of the lesson
- We are given responsibility – I can do the register
- We are given short activities including games
- She does not talk French for the whole lesson because she knows we do not understand it all
- She allows me to copy from the board when I find writing by myself difficult
Published materials for use when consulting with pupils

Essex primary school improvement toolkit
The toolkit, available in all Essex primary schools, contains a variety of methods for gathering data to inform improvement initiatives and monitor change. Checklists for gauging the perception of teachers, parents and pupils can provide alternative data to direct measures of pupil attainment and progress. The school can develop a broader understanding of where to target future improvement efforts. Pupil perceptions can be the most revealing and challenging and this can lead to a substantial review of the way the adults view the school and how they value the voice of the pupil in school development. The techniques were developed in a primary school improvement research programme (EPSI) in Essex schools, which took place in the late 1990s. The significant impact of pupil perception data was one of the main unexpected findings of the research (Fielding, 1999)

Transforming learning
This internet based system, designed by The Hay Group of education consultants, supports teachers to gather direct feedback from pupils. Pupils give their views of how they are taught in different subjects by completing an online questionnaire. The teacher can nominate seven pupils from the class and is also asked to predict what the pupils’ perceptions might be. The questions examine the ‘classroom climate’ and aspects of classroom experience that affect learning.

Pupils respond on a 6 point scale to the following dimensions:

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Environment</th>
<th>Fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>Order</td>
<td>Participation</td>
</tr>
<tr>
<td>Safety</td>
<td>Standards</td>
<td>Support</td>
</tr>
</tbody>
</table>

A sample size of seven pupils has been found to be representative of the experiences of most pupils in a class. The analysis is confidential to the teacher concerned, who is given a format for planning actions arising from the pupil responses.

More information can be found at the following website:
http://www.transforminglearning.co.uk
Index for inclusion

Two questionnaires are used to gather pupil views on how inclusive the school feels to them (Part four of the Index for Inclusion (2002)). One is aimed at probing the pupils’ perceptions of how the school matches the ‘Indicators’, i.e. inclusive cultures, policies and practices. The other is a more general questionnaire about primary/secondary schools.

Section 4

Involving pupils in decision making

Individual target setting

Later, in Chapter 5, the guidance looks at pupil participation in individual education plans and for pupils with special educational needs it is important that they not only know what their individual targets are but also contribute to setting them. However, this is more likely to be successful if, alongside their peers, they are actively involved in a broad range of target setting activities. In many schools pupils have individual tutorials with their class teacher or form tutor to discuss learning targets. In some schools pupils are encouraged to suggest an area to be targeted and what are realistic but challenging outcome targets. In this example, peer support by a study buddy helps them to evaluate their progress.

Figure 10

‘Study buddy’ scheme

Children have discussions with their class teacher to negotiate targets for the following fortnight. This takes place at an appropriate time, such as after lunch during the registration period. At the end of the fortnight the children’s study buddies assess the progress the child has made towards these targets – for example, giving a times table test, looking through work for capital letters. If the targets have been achieved then new ones are set. If not the child and the study buddy agree to work on the targets for a further two weeks.
Circle time and Circle of Friends
Circle time, generally used in primary and special schools, sets up a forum for
discussion and sometimes decision making, about matters affecting the whole class.
The structure supports pupils to speak and have their views listened to by their
peers and the teacher. The approach helps to build confidence to express individual
views and teaches pupils respect for other people’s opinions.
Circle of Friends is a six session programme led by a member of staff, based on a
small group of up to six pupils who self select as a supportive peer group in which a
focus pupil with behaviour, social or communication difficulties can safely discuss
issues of concern. The group responds and with the pupil’s understanding and
agreement, tries to find ways to help the pupil establish better behaviours.
Jenny Mosley has written a number of books giving advice on setting up circle time
(e.g. ‘Turn your School Round’, 1993)
The Essex publication, Circle of Friends, is available through Essex Schools’ Infolink
SEN Protocols and Guidance > Supporting Pupils in KS1 & 2 with Social and
Communication Needs.

School and class councils
Councils can provide a meaningful opportunity for pupils to contribute to the running
of their schools. Participation benefits the individual pupil and can enhance the
positive ethos in the school, contributing to improved relationships and behaviour.
The council can be given highly significant responsibilities, for example being
involved in teacher appointments or budget allocations. Staff need to consider how
to establish councils that involve pupils in genuine decision making, not token
debating forums where pupils are unable to exert influence. All pupils should be
encouraged contribute, not just those that become the representatives. Selection of
representatives should not discriminate against those pupils with special needs:
work on pupils as researchers links well with the class and school council approach
and can be used to ensure that less articulate or confident pupils can have their
views taken into account.
There are many school council toolkits available on the internet for coordinators to
use when setting up primary and secondary school councils (see one such from
Involver.org.uk)
The following example from ‘Designing and timetabling the primary curriculum’ (QCA, 2002) provides an example of how the school council has been built into the timetable:

**Figure 11**

A junior school believes in involving children in decision-making about the day-to-day running of the school. Children have a key role in drawing up and reviewing the school’s list of agreed ‘Rules and Responsibilities’, as well as discussing a range of issues in the newly formed school council. These activities are part of the school’s programme for PSHE and citizenship, and are allocated time within the school day. Although teachers considered running the school council in after-school sessions, they felt that this would work against their belief that all children should take part. The school also wanted children to see the council as an important part of the curriculum, and placing it within taught time reinforced this message.

‘Involving pupils in special schools’ project, Essex

A group of seven special schools in Essex took part in an action research project in the late 1990s entitled ‘Involving Pupils’. It was based on the premise that empowering learners with special educational needs through increasing their involvement in the planning, implementation and review of their learning programmes would increase their access to the curriculum and the wider skills necessary for independent thought and action. Staff in special schools aimed to reduce barriers to learning by improving the match between teaching approaches and pupils preferred learning styles and empowering pupils to have more control over their own learning, attitude and behaviour.

A summary of the recommendations from the project in the form of an audit checklist, is reprinted below. The checklist can be used in part or as a whole, to stimulate debate among staff, pupils and parents, or more formally to undertake an audit of policy and practice.
Figure 12

Involving pupils in practice checklists:

Do staff and pupils engage in dialogue about teaching and learning?
- Do staff make use of a wide range of informal opportunities to enter into a dialogue with pupils about their learning?
- Is time set aside for staff and pupils to negotiate targets for learning; review progress; agree revised targets?
- Are pupils with statements of special educational needs actively and meaningfully involved in the Annual Review process?
- Do staff constantly seek to expand pupils’ opportunities to express their views, needs, interests, choices, preferences and decision through the use of conventional, augmentative and alternative modes of communication?
- Do staff make every effort to develop ways in which pupils with special educational needs can be actively involved as participants in formal meetings, such as those held as part of the process of Annual review and Annual Reporting?
- Are targets for improving pupils’ own learning and performance included in IEPs and other individual plans where appropriate?
- Do staff receive training in active listening, counselling, conducting tutorials, mentoring skills?

Do staff actively promote pupils’ capacity to think?
- Are there lessons dedicated to the direct teaching of thinking skills, study skills and skills for learning?
- Do staff review schemes of work for all subjects in order to identify opportunities for developing key skills and thinking skills?
- Are key skills, for example problem-solving skills and skills for learning, actively promoted in a range of contexts across the curriculum?
- Are pupils encouraged to create formal and informal ‘buddying’, peer tutoring, circles of friends and mentoring relationships focused on personal and social skills, positive behaviour, survival strategies and teaching and learning?

Do pupils put forward their own ideas?
- Do representatives from the student council play an active role in the selection of staff?
- Do pupils act as agents of control in decision-making processes at school development level?
- Are pupils involved in developing:
  - codes of conduct for classroom behaviour and discipline
  - whole-school approaches to policy and practice in behaviour management
  - policy in relation to bullying
  - mentoring relationships between individual pupils with difficult behaviours?
- Do pupils participate in the process of institutional development at a whole-school level, for example by participating in school council meetings?

continued over
Do staff attend to pupil views and perspectives?
- Are pupil perspectives discussed as a regular item on the agenda for staff meetings, senior management team meetings and governing body meetings?
- Do staff encourage, facilitate and make constructive responses to ideas and initiatives that are put forward by pupils?
- Do staff engage pupils in constructive debate about ideas and initiatives put forward by other pupils?
- Do staff take account of parent/carer, family and enablers’ interpretations of pupils’ views and perspectives?
- Do staff take account of other agencies’ interpretations of pupils’ views and perspectives, for example health, social services, the voluntary sector?

Do governors attend to pupil views and perspectives?
- Does the governing body seek to elect or co-opt representation from individuals with learning and/or other disabilities in the local community?
- Do members of the governing body respond positively to invitations to attend and participate in school council meetings?
- Are there ‘link’ governors who have a brief to listen regularly to the views of pupils and students, either formally or informally?
- Does the governing body receive and respond constructively to reports from the school council and/or reports about the work of the school council?

Do senior managers attend to pupil views and perspectives?
- Does the school articulate clearly its values about pupil involvement?
- Do senior managers regularly review the relationship between stated policy and practice?
- Do senior managers ensure that lines of communication in the school community remain open?
- Do senior managers demonstrate a commitment to hearing the views of all members of the school community, including the perspectives of pupils?
- Do senior managers provide a model of respecting and responding to the views of other members of the school community?
- Are pupils’ views fed back to senior managers and governors through a range of approaches to the exchange of information between staff, for example regular meetings with mid-day supervisory assistants, learning support assistants, staff personal and professional development meetings etc?

Do school systems and procedures take account of pupil perspectives?
- Does the school have pupil support, guidance, suggestions and complaints procedures which are readily available, understood and used when necessary, by pupils?
- Does the school use a range of approaches for gathering pupils’ views and perceptions, for example by questionnaire, interviews, Circle-Time reports?
- Is data gathered through pupil questionnaires, interviews and used in the development of
  - curriculum content (what pupils are taught)
  - effective pedagogy (how pupils are taught)
  - an improved school environment
  - enhanced resources
  - expand opportunities
  - an improved climate for learning?
- Are pupils’ comments and judgements about their school experiences listened to, valued and, where appropriate, acted upon?
Are pupils’ views channelled into the school development process via Circle-Time, personal and social education lessons, tutorials, individual review or action planning meetings?

Does the school development plan to contain targets which reflect priorities identified by pupils and students?

Are staff encouraged to be reflective practitioners, re-evaluating their work in the light of pupil perspectives and entering into critical friendships with colleagues?

Jelly, Fuller and Byers, (2000)

Summary

Many of the examples in this chapter focus on the involvement of pupils regardless of any learning disability or need. Citizenship activities can involve pupils with special needs by developing abilities in all pupils to think of themselves and each other as part of a community that recognises and supports individuals. Peer support systems promote the achievements of pupils by developing one to one relationships that encourage the pupil with individual needs. Consulting pupils can give pupils and staff a new view of their school and themselves and the examples show how both gain through the experience. Pupils with special needs know just as well what helps or hinders their learning and achievement and while some of the points they have to make may be challenging for teachers to hear, school improvement is about developing staff as well as school systems. When pupils are directly involved in decision making they learn to take responsibility for others as well as themselves.
Chapter Three

Empowerment: Foundations for Participation
Chapter Three

Empowerment: the foundation for participation

Introduction

One of the key principles in participation is empowerment. The UN Convention on the rights of the child (1989) in Article 12 states that:

‘Children should not be treated as silent subjects of our concern, but as people with their own views and feelings which should be taken seriously.’

However, there is a danger that even when given an opportunity to participate, pupils will not feel able to do so and will continue to remain 'silent subjects'. Armstrong et al. (1995) found that when asked for their views on their learning, pupils may well not say anything. The challenge is to recognise that not knowing what to say is not the same as not having anything to say.

‘they asked me but I didn’t say owt because I didn’t know what to say’

Armstrong (1995)

Pupils need to be empowered to participate in decision making, however there will always be a power imbalance when pupils and adults are talking together in school. As one pupil put it …

‘it’s very hard to say no to a teacher…’

Todd (2003)

Consideration needs to be given to what can be done at an individual level to help pupils feel empowered. Often small steps, can lead to an ethos of empowerment.
Figure 13

Katie, year 9, was reluctant to participate in her review meeting. In the past she had felt that teachers had used it as a chance to 'tell her off' in front of her parents and to give details of detentions she had not informed her parents about. Katie, the SENCO and her head of year agreed to meet together to plan how to make the review a positive experience for Katie and for all attending. They planned together the agenda for the meeting. Katie chose a specific role which was to introduce people and to say what she thought at the end. Katie said that she wanted to have 'the last word' if it was her meeting. She attended for the whole meeting and took part in the review giving her perspective. At the end Katie summed up two important points which were recorded on her Individual Education Plan.

There are additional educational benefits to empowering pupils in raising their self esteem which in turn can improve learning outcomes.

'Consulting pupils directly…in itself begins to empower learners by allowing them to hear themselves talking about their needs. The experience of having their views heard and valued by an adult or peer can provide an enormous boost to the self-esteem of students… and can make a positive contribution to pupils' capacity to learn effectively.'

Jelly, Fuller and Byers, (2000)
Building blocks to empowerment

In order for pupils to participate in their learning and in decision making in schools there are some fundamental skills and approaches that teachers and other adults need to develop. These are referred to as building blocks because they are the essential basis for empowering pupils. In themselves they are not sufficient but without them it is unlikely that pupils can be supported to be effective participants in schools and their involvement may be tokenistic.

The building blocks are grouped under four headings:

1. Making choices
2. Language of learning
3. Values and beliefs
4. Active listening

Section 1

Making choices

The ability to make choices is a fundamental skill. It is a key part of the curriculum for the Foundation Stage in which pupils are asked to decide between milk and juice to drink at break time, for example, or are supported in deciding who to play with. As pupils progress, the skills in making choices are often assumed and put to use in making choices in materials used and options taken. The SEN Toolkit states that children need information and support in indicating their choices (section 4). Within the scheme of work for Citizenship (unit 1, communication and participation, QCA, 2002) under 'developing skills of communication and participation', a number of suggestions are given for how to teach these skills for example presenting pupils with a range of playground scenarios involving a problem.

Levels of decision making

Pupils will be at different levels in their ability to make choices. At the earliest levels of decision making, pupils are deciding about their current activity, such as whether to have a drink or not. For some pupils these choices can be presented through the use of photographs, icons and visual timetables. A more sophisticated step would be to choose between more than one option, for example, a drink or a biscuit, or between different coloured fonts to use on the computer.
Aidan, year 1, has been working on making choices based in the present. He has progressed from real objects, such as different biscuits to using some photos of places to go at playtime. Each playtime he chooses between a photograph of the climbing frame and a photograph of the soft play area. The staff are using this approach to build up a picture of his preferences over time. Aidan then goes on the equipment he has chosen at the start of each break. For Aidan these photographs are part of a whole communication system in place. Staff are extending the choice of two to other areas of Aidan's work including choosing between different computer games from the icon on the computer. The next step for Aidan is to move onto a choice out of three items.

As pupils become increasingly sophisticated in their ability to make choices, they will be able to generate their own alternatives to choose from, for example, to calculate a sum using multi-link, fingers or a calculator.

Chloe, year 7, has been working on developing her skills in making choices. For Chloe this is based in the equipment she has to use for maths activities. Chloe has a prompt card with pictures of possible equipment on it including multi-link cubes, Diene's apparatus, ruler and calculator. Previously Chloe relied on an adult to suggest that she use a particular piece of equipment. Now an adult may need to prompt her by pointing to the card. Chloe then decides what equipment she might use. Chloe says she likes this because she doesn't always have to use multi-link which she thinks is for younger children.

A further level of decision making includes making choices for the future. One of the difficulties is that pupils (and adults) can change their mind on longer term decisions. One strategy to reduce the effect of this is to gather views over time to gain some consistency. This requires forward planning to prevent pupils and adults being placed in a position where they have to make uninformed snap decisions.

**Making informed choices**

Pupils need to have sufficient information so that they can make informed decisions. For many pupils, along with parents and carers, the biggest decisions to be made
surround the choice of school. Todd (2003) suggests that such conversations are at best tokenistic unless staff are already talking to a pupil about their learning needs.

"Children should be enabled and encouraged to participate in all decision-making processes that occur in education including… discussions about choice of school"

SEN Toolkit (2001)

Section 2

A language of learning
The SEN Toolkit (2001) highlights the need for pupils to be able to express their feelings in order to participate in decision making. One of the challenges in developing pupil participation is the need to develop a shared language.

‘Pupils may not have the language to talk about themselves or about what happens in class’

Todd (2003).

Todd (2003) goes on to explain that while adults talk about learning, pupils tend to talk about doing work and do not necessarily see this as learning. One way of focusing on the language of learning is through the Thinking Skills curriculum. The Essex special school project (described in Chapter Two) introduced the explicit teaching of thinking skills in a number of special schools. The project found that alongside improvements in self esteem and independent learning, pupils also gained in their ability to think and talk about learning. Other projects that have encouraged teachers and pupils to engage in dialogue about learning are described in Chapter Two.

The language of feelings is also important for pupils to develop in expressing their views. Promoting Positive Behaviour, The Essex Approach (1998) has suggestions for how pupils can extend their feelings vocabulary. This can then support pupils in making choices about their learning.
Figure 16
Activities to develop a language of feelings

- Match flashcards of feelings words to pictures, drawn by pupils or from magazines.
- Make a personal feelings book
- Mime different feeling and get pupils to guess the emotion
- Use a mirror to show how the pupil looks when the feel happy, sad etc.

As well as the general language of learning, there is also a high level of specialist vocabulary that is used, especially within the field of SEN. This includes words such as statements, assessments, reviews, individual education plans (IEPs) and other personal plans, all of which may be unfamiliar to pupils. Many pupils do not know that they have a statement or an IEP or what they are. For all contributions to be effective, pupils, parents and teachers need to share a common understanding of vocabulary used. Adults should be aware that the language they use may be inaccessible for pupils and a continuous process of checking for meaning is essential.

Figure 17
A group of four pupils in a secondary school in Derbyshire were preparing for their annual review. The SENCO asked for support from an educational psychologist in allowing the pupils to give a meaningful contribution to their review. The EP noticed through talking with the pupils that there were many words and concepts which were getting in the way. She set aside two sessions to work with the group teaching them the vocabulary of the process and finding a way for them to record their own views. The pupils kept a prompt of the key words in their diaries so they could refer to it at any time. The parents found the list very helpful too! One pupil suggested giving the list of words to all the pupils in the school who had the ‘thing called a statement’.

Session 1
The group looked at strengths and difficulties using photographs of activities in school. The pupils talked together about areas they wanted to improve. They made a list of words which they did not understand and talked through the meaning.
Session 2

The pupils put their ideas together to share in their review meeting. Each pupil chose their own technique, some using ICT, some using pictures etc. The pupils were given support in scribing if they asked for it. The list of words was typed up with the meanings and the pupils kept them in their diaries to refer to at the review.

Derbyshire Educational Psychology Service at Pupils Participation Conference (2003)

Section 3

Active listening

“The pupils should be given more chance to speak and the teacher should be given a chance to listen”

Pupil in KS3 from Blishen (1967)

“No problem is too small and they look at you in the eye and speak to you.”

Year 7 Essex pupil on adults listening

The Code of Practice (2001) highlights that children should feel confident that they will be listened to and that their views will be valued.

‘What children need is ‘A GOOD LISTENING TO’

Bearne (2002)

There is a difference between listening to what pupils' say and acting on what they mean. Teachers are under many pressures themselves and at times it can be difficult to get behind what a pupil is saying.

‘whilst teachers may hear what students say, they do not cross the bridge to listening actively to what they mean’

(Fielding (2001)

The challenge in actively listening is to suspend one's own view in order to try and understand another view point. As adults it is very easy to listen to pupils’ ideas
when they reinforce our own. It is much harder when the ideas are challenging or different from our own. It is also very easy to impose ideas and reinterpret what pupils say to fit our understanding of the pupil.

**Figure 18**
Jamie, year 5, attended his review meeting. During the meeting his teacher and LSA described a number of his achievements over the last few months. When it was Jamie's turn to speak he said that he didn't agree with them. He felt that he had not done well in his work and was disappointed. There was silence in the meeting because Jamie had not 'played the game' and agreed with his teacher. The teacher explained later that the temptation was to brush over his concerns and reiterate his successes. Instead his teachers asked Jamie what he would be pleased with in the future and Jamie said that he wanted to get better at spelling. The conversation shifted to setting targets in the areas that Jamie wanted to improve in and focusing on strategies to help.

**Key skills in active listening**
Over half of our communication is non-verbal, involving inter-personal distance, gesture, posture etc. Active listening approaches focus on the non-verbal responses which help the speaker to recognise that they are being listened to. Elgin (1990) explains some key principles for the skilled helper in active listening based on the acronym S-O-L-E-R. These are:

**Figure 19**
| S  | Sitting squarely, turning the body towards the pupil when communicating |
| O  | Adopting an Open body posture                                       |
| L  | Lean forward slightly to signal interest                            |
| E  | Maintain good Eye contact*                                          |
| R  | Try and appear Relaxed with the message being given                 |

*Please note – in some cultures eye contact is uncomfortable and for some pupils eye contact can be difficult.*
Section 4

Values and beliefs
One of the problems in trying to encourage participation with pupils is that the pupil and audit may have very different ideas about why they are talking. For the pupil it might be interpreted as a test, a punishment or a chance to miss a lesson, and for the adult, it might be an opportunity to put their view across, find out what is really going on. Sometimes pupils might feel they have to guess what is going on in order to give the ‘right’ answer to an adult. Pupils can also feel uncertain as to what adults will do with any information discussed.

If we are to communicate effectively with children and young people, then we need to be aware of the differences in how we understand situations. Ravenette (1977) looked at the different ways people can interpret the same situation. He used the example of a pupil involved in a fight.

Figure 20
A pupil tells a teacher after a fight that they are upset.
What does the pupil mean by upset?
- Is it because -
  - they are in pain?
  - they are embarrassed because they lost?
  - their parents will be cross?
  - they were teased in the first place?
  - they will now be in trouble for being late for a lesson?

The pupil might take for granted that we know which aspect of the situation is upsetting but in fact we will not know unless we ask. If we make an incorrect assumption then our next steps could well be detrimental to the situation. In the example (figure 20) we might assume the pupil is upset because of their parents’ reaction, so we plan with the pupil how their parents will be involved. In fact, the
pupil was more concerned about being late for their next lesson. They are now even later and rather than being told off, decide not to turn up at all. This then has further unhelpful repercussions.

The key to avoiding misunderstanding is to check out our assumptions. This includes checking out our understanding about why we are talking in the first place. Below are some scripts for doing this:

**Figure 21**

“You say you were upset, tell me why that was”

“I want to make sure I've understood what you said. I'll tell you what I think you have said, you can let me know if I've missed anything out. “

“I'm not quite clear about what made you upset, can you tell me again so I know I've got the story straight.”

This guidance recommends that **adults** –

**Figure 22**

<table>
<thead>
<tr>
<th>Do more of this…</th>
<th>Do less of this…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create many opportunities for pupils to be involved over time in the day to day curriculum</td>
<td>Create one off opportunities for pupils to be involved Expect snap decisions</td>
</tr>
<tr>
<td>Check out their understanding with pupils</td>
<td>Make assumptions about what pupils think and do</td>
</tr>
<tr>
<td>Listen actively</td>
<td>Talk</td>
</tr>
<tr>
<td>Develop an language of learning</td>
<td>Assume common understanding</td>
</tr>
<tr>
<td>Support pupils in making informed choices</td>
<td>Limit choices without explanation</td>
</tr>
</tbody>
</table>
This guidance recommends that pupils –

**Figure 23**

<table>
<thead>
<tr>
<th>Do more of this…</th>
<th>Do less of this…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be independent in their learning</td>
<td>Over-rely on adults</td>
</tr>
<tr>
<td>Make choices in learning &amp; develop the skill of decision making</td>
<td>Make uninformed choices</td>
</tr>
<tr>
<td>Be aware of progress and how it has been achieved</td>
<td>Assume their strengths and difficulties are fixed</td>
</tr>
<tr>
<td>Have regular opportunities to talk about learning</td>
<td>Only talk about learning for special occasions</td>
</tr>
<tr>
<td>Have a language to talk about learning</td>
<td>Have no words to describe about learning</td>
</tr>
</tbody>
</table>

**Summary**

The building blocks to empowerment that support pupil participation include skills for both pupils and adults to develop. These need to be in place before more formal techniques for involving pupils are considered.
Chapter Four

Techniques for Participation
Chapter Four

Techniques for participation

Introduction

The skills needed to support pupil participation cannot be assumed, but rather need to be developed. This is true for both adults and pupils themselves.

‘Teachers and parents need to learn how to involve the pupil’

‘Pupils need training and encouragement to help them become actively involved’

SEN toolkit, (2001)

Simply asking pupils to give their views is rarely enough. Pupils and adults can be helped to understand each other more by using specific methods and techniques. There are many different approaches which can be used to understand the pupils’ view of the world and their strengths and difficulties. Most techniques describe communication processes and require paper and pencils at the most. However having something tangible item can help to focus the pupil’s attention on the discussion.

Section 1

Different ways to communicate

There are many different ways for pupils to communicate their views. In some situations, finding a means of communication which can be understood is a challenge, particularly if this is a key area for the pupil to develop. Adults and peers can work together to problem solve barriers to communication.
For some children verbal communication can be supported by the following:

**Figure 24**
- **Gestures:** pupils can give a preference by a smile or a frown, perhaps moving their head away from an item given to them. Some pupils use eye pointing to identify their choices and needs.
- **Pictures:** these can be drawn by adults, pupils or taken from magazines and books. Pupils can themselves communicate through drawing their responses.
- **Photographs:** A range of photos of key people and places in the school can be collected and kept as a visual vocabulary, perhaps in a book. Pupils or adults might take the photos.
- **Objects:** using tangible items such as toys, school equipment or clothing can be a prompt to the pupil. These are sometimes called objects of reference. These can be sorted, posted or act as a prompt.
- **Communication systems:** some forms of pictures, symbols or gesture have been formalised into widely used systems with common understanding of the meaning. These include Makaton (symbols, gestures and pictures), British sign language, Braille and the Picture Exchange Communication System (PECS).
- **Low-Tech solutions:** there are a number of simple techniques to enhancing communication such as pointers.
- **High-Tech solutions:** there are a wide range of increasingly sophisticated technologies to enhance communication. These range from simple switches which record one message to concept key boards to voice synthesisers. The Communication Aids Project is a government initiative aimed at ensuring pupils with communication difficulties have access to the best communication technique. It is organised through the speech and language therapy service.

*The local SEN specialist teacher resource base will have information on and examples of a wide range of communication techniques which support participation. The Ethnic Minority Achievement Service (EMAS) can provide guidance should an interpreter be required.*

*Communication techniques need to take into account pupil diversity.*
**Figure 25**
Tamzin, year 3, has social and communication difficulties. She made use of a number of pictures in her communication, rather than words. Tamzin worked with an LSA and a friend to give her views. This was done by collecting a wide range of images of life around the school. The images included some photographs of playtime, and lunchtime and also some objects of reference, such as literacy books and maths equipment. Tazmin worked with her LSA in a posting game. Two boxes were made, one with a smiley face one with sad face. Tamzin took each item and 'posted it' into the relevant box. Initially the LSA was unsure whether Tamzin was simply posting rather than making a decision between the items. The activity was repeated on a number of occasions to build up a pattern of her choices over time.

**Figure 26**
An infant school wanted to elicit pupils' views about reading. They took photographs of different ways of reading such as, with an adult, alone, with a friend, using a big book, reading sight words. Pupils looked at the photographs in turn and placed a 'happy' or 'sad' token on the picture. In this way the school were able to go beyond pupils' views of reading and find out the strategy the pupils preferred to develop their reading.

**Figure 27**
Joel, is in Reception class. Joel has complex learning needs and Down syndrome. Joel communicates in class using a mixture of Makaton signs and pictures. A number of other pupils in his class have also started to use Makaton signs in their play. Joel has been working on developing his choices. He has done this through selecting from activities using the Makaton symbol. Joel is currently working at the level of choosing between two options. The next step for Joel is to work on a time delay, that is choosing before break activities to take place after break. He does this by placing the relevant picture in his tray to be collected after break.
Figure 28
Elliot, year 9, uses a series of switches to communicate his views. He has been working on putting together his views for transition planning. Elliot has worked with his teacher and connexion advisor to express his views. Elliot communicates through pressing a choice of four switches each with a different message recorded. In order for Elliot to be able to respond, the questioner needs to be skilled in asking questions to which Elliot can respond. In addition, Elliot has started to use the touch-sensitive screen on the computer. He has used this to select from images representing people and places he enjoys which have been scanned in from a digital camera. These have been collated over time into a book which will form the starting point of a conversation about future plans.

Section 2
How to choose the right technique
A number of techniques now follow which provide a structure to meeting with pupils to talk about learning. The first techniques are highly verbal, the later ones more visual. They can be used in conjunction with some of the communication techniques described above. The later techniques are more suited to pupils who find verbal communication difficult. Suggestions of age appropriateness are given, where relevant.

Most of these techniques were originally designed to be used by an adult working with a pupil. However, many of them lend themselves to be used with a group or a whole class and, with training, pupils may well be able to use these techniques with each other.

- Using questions
- Three comment question
- Portrait gallery
- Rating scales
- Salmon line
- Tours
- Photographs
- Picture completion

Be creative with these techniques, you can use them in lots of different ways and it is hard to go wrong.
Using Questions

This is probably the most commonly used approach when trying to elicit pupil views.

At its simplest level it can consist of three questions:

1. “What do you like in school?”
2. “What do you find difficult in school?”
3. “What would you like to change?”

These might be presented verbally or supported by a visual stimulus such as photographs of places around the school or particular lessons. Pupils can give verbal answers or select a response from faces like those shown in figure 30.

When using faces like those above it is important to check that all using them interpret the expressions in the same way. You can practise using the symbols for things you know the pupil likes first e.g. ice-cream or football so that you are confident that all agree that the smiley face means it is liked etc. When this has been established the faces can be used for more probing questions.

The visual stimuli can be presented on paper, or for group/class feedback using hoops on the floor. In the latter case pupils can physically stand in the hoops or put objects that represent school tasks in the hoops e.g. trainers for P.E, pen for writing etc.
Raj, year R, worked with his LSA on giving his views for his annual review. Raj worked with a friend to do this. Three hoops were placed on the floor. Each was given a 'face' either happy, sad or indifferent. The LSA gave Raj items from around the classroom which he placed in the hoop of his choice. The items included pencils, a spade from the sand play, cars, Duplo, a reading book and his numeracy folder. The LSA recorded where Raj had placed each item. This activity was repeated on a number of occasions prior to his review to build up a consistent picture of Raj’s preferences. The LSA also introduced photos of staff and some children in the class for Raj to place in the hoops. At the review the contents of the hoops were shared.

A strength of this kind of questioning is that it is easy to carry out and can be supported by visual prompts. A danger is that the answers can be superficial and relate simply to subject areas. Nevertheless for some pupils this may be the start of eliciting their views and supporting them in making choices between subjects.

Further questioning is required to gain a deeper understanding of pupils' views. For example

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you find difficult in school?</td>
<td>Maths</td>
</tr>
<tr>
<td>What don't you like in Maths?</td>
<td>Adding</td>
</tr>
<tr>
<td>Tell me a bit more</td>
<td>I can't do them because x keeps taking the multi-link from my table.</td>
</tr>
</tbody>
</table>

In this example, the difficulty may arise from where the pupil is seated in maths lessons or the sharing of equipment, rather than the work itself. This would need further discussion to check it out.

**Open and Closed questions**

**Open question:** What do you like about writing?
This question opens up a number of possible responses.
When trying to understand a pupil's point of view, open questions leave scope for the pupil to make comments of their own which the teacher may not have considered.

**Closed question:** Do you like writing?

This question forces the response yes or no and 'closes' the conversation. Closed questions are those which limit the possible responses to yes or no.

For example here are three different levels of choice for the pupil about the level of support needed for a piece of work.

*Figure 33*

1. Do you want help with that? 
   Yes
2. Do you want Mrs X or Mr Y to help you with that? 
   Mrs X
3. Who do you want to help with that? 
   Katie and Joel, they can do the spellings

In (3) above, the pupil has an opportunity to offer their own ideas. It may not have occurred to the teacher that the pupil would prefer to be supported by their peers. If the teacher had only asked a closed question (1) or given a restricted choice (2), then this aspect of the pupil view would have remained hidden.

**Three comment question**

This is a more structured way of asking questions and is especially helpful to unpick the range of different perspectives the pupil has of themselves in relation to other people. It may be particularly helpful with secondary age pupils who come into contact with many more adults and when working with a pupil with emotional, behavioural or social difficulties. Beaver (1996) gives a useful script

'*If when I meet your teacher and I ask her, Mrs X, what are the three most important things about (child's name) that would let me know what sort of a person (child's name) is, what do you think she would say?*'
The questions can then be extended to ask about the perspectives of a range of different people. The aim is to build up a picture of the pupil’s views of different people in their life. This gives clues into concerns and strengths which may otherwise be hidden.

**Figure 34**

Here are the responses made by Ryan (year 7)

Form tutor:
- He needs to do more homework
- He needs to get to lessons on time
- He is getting on better now

Science teacher:
- He did well in the test
- He needs to sit away from X
- He needs to listen more

Friend
- He's good at being in goal
- He's a good mate
- He doesn't like Mr Y

Head of year (Mr Y)
- He has settled down now
- He has had lots of detentions
- He can be cheeky

**Rating scales**

Rating scales are a simple way to help focus a conversation about learning. They provide a way of looking at progress to date and identifying next steps. They help pupils to imagine possible and positive futures. One method is to use a scale like the one below and ask the pupil where they are from 1 to 10 in relation to a particular
aspect of school life, for example, handwriting or listening in class. The pupil can then put a mark on the scale against the appropriate number.

1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

By asking the pupil to rate themselves at different points in time, using prompts such as those below, the scale can indicate progress or help to set goals.

Figure 35

'If you were to rate yourself on the scale from 1 to 10 in handwriting, where would you score yourself?'
'Where would you rate yourself at the start of the term?'
'Where would you like to be?'

First step

1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

last term today my ideal

You can then talk to the pupil about how to move on towards their goal. For the pupil above, who rated themselves at 6 for handwriting, you might talk about:

- What small step could move them on just one point towards their goal?
- How will you know when you get to 7?
- What helped you to move on from 4 to 6?
- What is different for you now?
- How confident they feel that they can move up the scale?
- What would help them to be more confident?
Bethany, year 8, worked with her form tutor using a rating scale to talk about lunchtimes which were a challenging time for her. Bethany rated lunchtimes as 4/10. She said that the reason they were at 4 was because there was nowhere to go and she had to avoid a particular group of pupils. She did however have one friend to hang out with. She talked about the small changes that would need to happen for her to be able to rate lunchtimes as 5/10. These changes included having a quieter place to eat her lunch and having a safe place to put her bag so she didn't have to carry it all. Bethany and her tutor made a plan to make these possible. Later she rated lunchtimes as 7/10.

Bethany said: 'I think lunchtimes are OK now. I go to the homework club with X when I want to. I'm not worried about the other pupils now.'

Form tutor said: 'The rating scale helped to talk about real practical differences we could make. I think we made changes Bethany felt in control of.'

The scale provides a focus for a learning conversation and helps the pupil and teacher begin to understand each other. The scale can be returned to and used as a measure of the pupil's view of progress over time.

With younger children the scale could be reduced (e.g. from 1 to 5) and the line can be drawn out in chalk on the playground. The pupil can then physically move along the line. The idea of using rating scales comes from solution focused brief therapy.

**Salmon Lines**

This approach, based on the work of Phillida Salmon (1989), is similar to the rating scale technique. There are two main methods for presenting these. If there is a particular area already identified for development, this could be the starting point. For example, if the issue is 'listening in class' then draw a line with two opposed views about this at each end, as below:

Listening ____________________________ Listening is easy

Listening is hard
Now ask the pupil to think about people they know who are at one or other end of the scale. Get them to mark along the line important people, friends, family etc and finally to mark themselves.

**Figure 37**

Mary was having difficulty concentrating in class. She decided with her teacher to talk about how to improve her listening. They agreed to use the Salmon Line. Mary marked on the line how well she thought her friends listened. She then marked how well she thought she listened.

Mary and her teacher talked together about what they thought Lucy, Ellyn and Joel did to make listening easier. Mary and her teacher then agreed a target to help her to improve her listening.

The Salmon line, like the scale, provides a focus for a learning conversation with the pupil.

The second method involves presenting a number of different lines, asking the pupil to rate themselves only. For some pupils it might help to use icons rather than words. Below is an example:

Making friends -----------X----------------------------------------------- Making friends
is easy                                          is hard

Reading -----------------------------------------X-------------------------- Reading
is easy                                          is hard

Following ------------------------------------------X--------------------- Following
instructions                                          instructions
is easy                                          is hard

Mary was having difficulty concentrating in class. She decided with her teacher to talk about how to improve her listening. They agreed to use the Salmon Line. Mary marked on the line how well she thought her friends listened. She then marked how well she thought she listened.

Mary and her teacher talked together about what they thought Lucy, Ellyn and Joel did to make listening easier. Mary and her teacher then agreed a target to help her to improve her listening.

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Making friends -----------X----------------------------------------------- Making friends
is easy                                          is hard

Reading -----------------------------------------X-------------------------- Reading
is easy                                          is hard

Following ------------------------------------------X--------------------- Following
instructions                                          instructions
is easy                                          is hard
This approach helps to prioritise areas for development, which can be considered in more detail as described above. In this example only a narrow number of options were presented. In order to prioritise effectively a larger number of options would need to be offered. However, in the illustration the pupil and adult might decide together that remembering equipment might be an area to focus on as the pupil has highlighted it as the hardest area for them.

**Figure 38**

Ben, year 8, has significant language and communication difficulties. He worked with a friend and form tutor on ways to express his views about lunchtimes which were a time of significant behaviour incidents. They drew out lines on pieces of A2 paper and wrote contrasting views at each end for example, lunchtime is lonely versus I sit with friends at lunchtime. They wrote a number of these together and included some pictures to clarify the meaning. Ben then worked with his friend marking on the sheets where he would place himself in relation to each of the lines. Ben also marked on where he would place two other pupils in his class. His friend added some comments to the sheets as they came up. They worked on this over several sessions. At the end, Ben's friend met with Ben and the form tutor to talk together about solutions.

**Tours**

The notion of a tour comes from the Mosaic approach (Clark and Moss 2001). Originally this was intended to be used with pre-school children, however, it can be used with pupils of any age and has been used successfully with pupils at secondary school. It involves the pupil leading the adult around the school talking them through their school day. It is mirrored in the secondary school when pupils take visitors around the school and are offered either the official tour (hall, new gym, science block) or the REAL tour (changing rooms, toilets). Some examples of prompts to get started included:
• Take me to all the important places in school
• Take me to all the places you visit in a school day.
• Take me to all the places you like/ don't like in school.

The pupil then leads the adult around the school and classroom, pointing out and discussing what happens at each chosen place. The pupil may need prompts to talk about the specific locations. However, the tour can highlight areas of concern or possible solutions to problems that are likely to be missed in more formal conversations, as illustrated by this example:

**Figure 39**
Nathan, year 5, took his LSA on a tour of his school. In the course of the tour, Nathan stopped at a notice board that had once displayed a piece of his work. Nathan felt that his work was no longer displayed on the wall because it was not good enough. Nathan, the LSA and teacher agreed the criteria for his work being displayed. Nathan focussed his attention in class as he was motivated to complete a task, something which his teacher felt Nathan was not generally doing. This became an IEP target and reward for Nathan. Despite previously selected motivators not succeeding, this one did encourage Nathan to increase the quality of his classwork. The teacher felt that the idea would not have come to light, but for the tour.

Research indicates that in this way adults gain a grasp of the pupil's view of important places, people and in between spaces such as corridors and lunch queues. Once the tour has been completed, the information can be recorded, perhaps in the form of a map. This can give a further insight into the pupil's understanding of the world.
A secondary school SENCO wanted to find a way to represent pupil views more meaningfully in their annual review. He asked for support from the specialist teacher team. They worked with a group of year 7 pupils to plan their transition into the next year. The specialist teacher discussed with the pupils different ways of exploring their views. The pupils then choose the technique that they would use, all of them choosing the tour. The students took the teacher to places they thought were important in the school and explained what happened there. They looked at favourite places and less favourite places and talked about the reason for their feelings. The teacher scribed while the students walked and talked. They met together again to go through the notes and decide which thoughts to take to the annual review. The pupils then worked together on the computer to present their ideas.

Some of the comments made were:

“I worry about the lesson after break because the class splits and I don't know where to go.”

“I don't like lesson when they're noisy. It upsets me and I can't concentrate.”

“Changing for P.E. is difficult. The changing room is busy and I can’t find my clothes.”

“I love drama and everything about music, I love singing. I want to be an actress when I get older.”

Photographs

This approach is particularly useful for pupils in KS1, or those with communication difficulties. It does have resource implications as there is a need to use cameras, either disposable (for safety), or digital as these can instantly be displayed via computer. Consideration would have to be given to any school policy on permission to take photos of pupils. This technique was originally used with the Day Care Trust (1998) and is again included in the mosaic approach (Clark and Moss 2001) where it is suggested that 'photographs can offer a powerful new language to young children'

The prompt can be similar to that given in the section on Tours, namely.

'Take some photos of the important places in school/ classroom'
Once these are taken, and developed or displayed on the computer, a conversation ensues as to what the pupils had chosen and why. The photographs provide a stimulus for the conversation and ensure that places and people pertinent to the pupil are taken into account. The pupil and adult may choose to sort the pictures into categories, such as favourite places and people. The pupil can then produce a booklet of views over time as the process is repeated on subsequent occasions.

Particular note can be given to items which appear repeatedly in a series of photographs, such as a particular child or area of the classroom. In addition, it is interesting to note items which are absent from photographs.

**Portrait gallery**

This is really a questioning technique using simple pictures to focus the conversation. It can be used across age ranges, but especially in KS1 and KS2. It comes from the work of Beaver (1996). The approach involves drawing a simple outline of a face. The child is then asked to fill in the face to look happy. ‘Happy’ is written underneath. The child is then asked to say three things about someone who has a happy face like this one.

*Figure 41*

![Happy]

*Happy*

*They can play on the computer*

*They sat next to X*

*They got a goal at playtime*

The same process is repeated for a sad face. The child giving three pieces of information about someone with a sad face. The activity can stop here or be extended to two further faces. This time the child can choose the expression. The final result would then be four faces, for example
In the example Figure 42, the pupil described the features of someone with the feelings listed (you could insert faces showing these expressions if desired). He/she highlighted:

- a positive relationship with X
- a difficult relationship with Y
- some difficulties in reading and spelling
- some loneliness at break times
- pleasure in using the computer
- some incident with the teacher

This technique allows the pupil to state his/her concerns in an indirect way, which may not have arisen from direct questioning about themselves. These concerns can then be used to inform IEP targets and strategies.

**Picture Completion**

This technique, which has recently been revived in the work of Susie MacKenzie at Leeds Educational Psychology Services, relies on the pupils adding to a partial picture which they have been given in outline. Having been given an outline, like the
one in figure 43 the pupil is then invited to complete the picture by adding to it. The addition might be

- Expression on faces;
- Speech bubbles;
- Thought bubbles;
- Equipment;
- Writing on posters or white boards;
- Other addition.

The aim is that pupils can represent what is happening in the classroom setting through these additions. These can then focus a conversation with the pupil about changes that can happen.
Tensions and conflicts

Sometimes when talking with pupils about their learning some challenging situations can arise.

What happens if you disagree with the pupil?

Pupils may say things which teachers strongly disagree with. It can be tempting to put one's own view across; however if pupils have been asked to give their view, then the responses need to be listened to. It may help to unpick their views with further questions such as…

- Why do you think that is so?
- Can you give me an example of when that happens?
- What could we all do about it?

What to do about 'Don’t know'

Sometimes when talking individually to children, although they have agreed to meeting and you have discussed together your role, the pupil involved will say nothing or 'I don’t know' to a question. Here are some suggestions as to ways forward when the conversation dries up.

- Repeat the question using different words.
- Wait a bit longer.
- Agree that it is tricky and consider why this might be.
- Encourage the pupil, for example 'Have a guess' or 'But if you did know, what might you say'
- Ask the pupil what would be a better question to ask.

Sometimes 'don't know' is really the pupil’s way of saying 'change the subject'.

(If the pupil discloses sensitive information, then child protection procedures should be followed.)
Summary

This chapter has looked at a number of the building blocks to pupil participation. It highlighted empowerment as a key theme. It looked at the foundations to empowerment namely:

- The ability to make choices
- Having a language of learning
- Recognising values and beliefs
- Active listening

It has then gone on to consider a range of specific techniques to use in gathering views with pupils. In the next chapter, some examples of gathering pupil views for IEPs and annual reviews will be given.
Chapter Five

Using the Skills –  
Pupil Participation  
in Action
Chapter Five

Using the Skills – Pupil Participation in Practice

Introduction

The Wow Factor!

Annual reviews! We sat round the table at the first meeting of the working group and said “Annual reviews – why do we have them?” Answer: The Code of Practice says we should!

The annual review intended to ensure that all statements were reviewed regularly by a statutory process involving a range of professionals, including parents. Annual reviews have come to be associated with paper, paper and more paper and can, in some instances, be a catalyst for tension and conflict between parents and school staff. We realised that there were some schools where we really enjoyed attending annual reviews and others where we didn’t feel quite so comfortable. We wondered what made the difference? The answer was that where everyone works together, listens to each other and plans ahead so that the meeting isn’t dominated by the paperwork, the feeling becomes one of celebration – of the pupil’s achievements, the quality of whole school and staff support, and the value of parental contributions.

The annual review should be an opportunity for everyone involved to have an informed voice – but what we considered made the most significant difference was where the pupil was central to the review.

How could we bring the idea of the pupil being central to their education alive and show the readers of the guidance just what might be possible?

From these first thoughts, we started by trying to turn annual reviews ‘inside out’ and then find ways of involving pupils in new and exciting approaches to all aspects of making decisions about their education.

'Pupils should, where possible, participate in all the decision-making processes that occur in education including the setting of learning targets and contributing to IEPs, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition processes.'
(Code of Practice 2001, 3:2)

This chapter looks at specific times when pupils with SEN should be fully involved:

- Establishing a structure for pupil discussions;
- Individual Education Plan and other plans;
- Statutory assessment;
- Annual reviews;
- Transition planning.

Section 1

Establishing a Structure for Pupil Discussions

'A systematic structure allows a wide range of thoughts and feelings to be explored with relative safety for the child and considerable economy of time'.
(Ravenette, 1999)

It is often helpful to use a structure rather than a free flowing conversation in order for meetings to be constructive. The structure can be negotiated together at the start. These could be used to explore a number of different issues. One of the key aspects in this approach is that it takes time to focus on helping the pupil to feel comfortable and successful before moving onto areas to develop. It is important to always focus on strengths and successes before moving onto any concerns.

There are at least eight key steps for the adult to consider in order to plan a structured conversation with a pupil.
Steps in planning a structured conversation

**Figure 44**

**Help pupil to feel at ease**
- Where is the meeting to take place?
- Who will be present and who decided this?
- What opportunities has the pupil had to prepare?
- Can the pupil come and go as they please in the meeting? (does he/she know this?)

**Engaging the pupil/ focusing attention**
- Has the purpose and the plan of the meeting been agreed?
- When is the pupil going to input, at the start or after he/she has heard from others?
- Are there any visual prompts to help focus attention?

**Help pupil to feel successful**
- Has the pupil identified his/her strengths and successes?
- Have others fed in their opinions, friends, parents, teachers, LSAs?
- Have strengths not identified by the pupil been highlighted?
- Has the pupil been encouraged to think about how others perceive them, and to highlight possible areas he/she may not have initially considered to be a success?

**Help pupil to feel he/she has made progress**
- Have concrete examples of progress been given? (from pupil's work, teacher’s records)
  - To have ‘shared view’ of any problems
- Have any difficulties been identified together?
- Has the pupil had a chance to explain their point of view and has this been taken into account?
- Has consideration been given to collecting information, which helps everyone to further understand any difficulties?
- Has consideration been given to the differences at times when the difficulties don't arise?

**Breaking down the task of planning next steps (setting targets)**
- Has the pupil been involved in planning solutions and agreed what the outcome might be?

**Identifying strategies – “ How are you going to learn it?”**
- Has the pupil had a chance to suggest how they might learn best?
- Has the pupil agreed with the plan put in place?

**Following up**
- Does the pupil know what will happen after the meeting?
- What record will the pupil have of the actions agreed?
- What can the pupil do if they have a further suggestion or if they change their mind?

How a form tutor used some of these strategies.

**Figure 45**

Daniel, year 8, met his form tutor to discuss which strategies he thought would best support his learning. He chose to be on his own, although he could have brought a friend with him. The teacher made efforts for Daniel to feel at ease and asked Daniel where he would like them to meet. Daniel chose to meet in a room off the school library, which was often used by teachers to discuss work and assignments with pupils. Daniel felt this would be better than meeting in the form tutor’s office as he said his mates would want to know what was going on and would think that he was in trouble. By simply giving Daniel this choice Daniel felt that the teacher, “wanted to help me without showing me up”.

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Section 2

The Individual Education or Provision Plan

Setting targets for the individual plans

“Catch myself learning!”

Year 9 pupil at a target setting meeting

In schools where pupils are involved in setting, implementing and evaluating his/her own learning targets, children with SEN are also involved in setting targets. This teacher linked the presentation of the pupil’s targets with his particular preferences.
Figure 46
Kieran, year 1 is on the autistic spectrum. He loves elephants and all large animals. His teacher put the three key targets for him on shapes of his favourite animals. He knew them all by heart very quickly, and it only took a few days for him to achieve this one.
Figure 47  Recording targets has a multi-sensory approach. It helps the pupil to think about how he/she will know when the target has been achieved.

Name ........................................
Class................................. Date .................................

My Targets this term are:

...........................................................................
...........................................................................
...........................................................................
...........................................................................

I will know I have achieved them because I will ........

<table>
<thead>
<tr>
<th>Feel</th>
<th>Hear</th>
<th>See</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is important to me because
...........................................................................
...........................................................................
...........................................................................
...........................................................................
A target card shows that when the pupil has a degree of ownership he/she is far more likely to achieve the target.

**Figure 48**
Ryan, year 3, said that he really liked having his targets like this because he knew what they were and he had agreed them with his teacher. He didn’t want to keep the targets for too long. He said, “I should be able to do these in three weeks. I can nearly write my last name already so I think I will be able to do that target - yes I’m sure I will!”

---

**My Target Card**

**Name:**

Date Started:

---

An individual plan where a pupil created one of his targets in an ICT lesson.

**Figure 49**
Harry, Year 4, is on School Action Plus. He created one of his IEP targets on a computer, as part of the ICT curriculum, choosing his favourite colours and layout. The IEP also had his photograph on the front page. Harry said “I keep a copy of my targets in the classroom with my books, one at home on the fridge door and another on my bedroom wall. I like to see my photograph.”
Example 6: A pupil having her own target book.

*Figure 50*
Rebecca, year 3, has a small booklet to keep her targets in. She is encouraged to set her own targets with support from the SENCO. Rebecca keeps her target booklet in her drawer in the classroom. Rebecca says she likes her book because “it has the words and sounds in it that I want to learn”.

Communicating individual targets in a secondary school.

*Figure 51*
In one Essex secondary school departmental targets are pasted in planners. Pupils with special needs also paste their individual targets inside the front of their planner. Pupils always put their planner on the desk so they, classroom LSAs or the subject teacher always have easy access to the target(s).

**Implementing the individual plans**

Pupils can be encouraged to think about the strategies they could use to achieve their targets. They need not be restricted to one strategy. This simple idea can be adapted for different ages and contexts such as reading or asking for help in class. Many of these ideas can be discussed at a whole class level so that pupils with special needs feel different from their peers but are exploring learning ways to become more independent in understanding and managing their own needs.

*Figure 52*
Different ways of working on a reading target

<table>
<thead>
<tr>
<th>I like it best when I can….</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Evaluating the individual plan

By using different methods and recording formats it is possible for the pupil to discuss the strategies that best support them in implementing their targets. The next step is to evaluate the plan, which in turn completes the cycle of planning, implementing and review.

Below is an evaluation form, completed each term so that the pupil can see with her teacher how her views have changed, or stayed the same over time.

Figure 54

Robyn, year 2, says, "I didn’t like numeracy last term but I do now. I know I have got better at it. I like filling in this form each term because it helps me know what I need to do next to get even better".

Figure 55

<table>
<thead>
<tr>
<th>Name</th>
<th>Robyn</th>
<th>Year</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At School I Like…</td>
<td>Getting better</td>
<td>About the same</td>
<td>What will help me get even better</td>
</tr>
</tbody>
</table>
Section 3

Statutory Assessment

At the time of a request for statutory assessment it is also important that the pupil’s views are sought. At present pupils complete the pupil views form that can be found in the Essex SENCO Manual 2, although a development of this may be for the pupil to prepare his/her own separate advice which would be taken into consideration when writing the statement.

This needs to be part of an ongoing process. The pupil may give their views through signs, symbols and pictures. It is good practice to find a way of gaining the pupil’s perspective on their areas of strengths as well as those areas that may need support. Pupils’ views should be sought, in particular, about issues they consider important relating to their needs. Schools should be encouraged to have a discussion with pupils, use a variety of techniques and not rely on a question and answer approach.

There may be times when the pupil’s views conflict with the views of parents and other professionals. It is essential in these cases to respect the pupil’s view and, if necessary, raise the points sensitively with the parents. It may be entirely appropriate for the parents may make the final decision. The role of the SENCO in this kind of situation could be to assist the parents to listen to their child and explain the reason for their decision.

There are several issues in this example that requires a response.

Figure 56

Jane, year 6, was talking with the SENCO. Jane talked about the sports she liked, what she found difficult at school and who her friends were. The SENCO asked her if she had any thoughts about going to secondary school next year. Jane said “I really want to go to X secondary school but mum thinks I should go to a different school. I don’t know who decides which school I should go to. I would like to go to the same school as my friends here.”
The Children Act (1989) reminds us of our responsibilities in these situations:

‘… there is a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision making procedures where they have insufficient experience and knowledge to make appropriate judgments without additional support.’

Section 4

The annual review

Preparing for the review

The preparation for an annual review meeting for pupils with statements of special educational needs should be centred on ownership. If we are supporting pupils to participate as fully as possible in the review process, then they need to be involved well in advance of the actual meeting. There are significant gains for the pupil and the SENCO when the pupil not only knows about their annual review but also sends out all the invitations and is involved in the preparation. Involving the pupil right from the start gives the pupil ownership and a number of opportunities to practice literacy, Numeracy and social skills.

Figure 57

<table>
<thead>
<tr>
<th>Gains for pupil</th>
<th>Gains for SENCO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes and sends out invitations.</td>
<td>Only has to print out the required number of invitations.</td>
</tr>
<tr>
<td>He/she knows the date, time and can choose the venue.</td>
<td></td>
</tr>
<tr>
<td>Teaching assistant could support.</td>
<td></td>
</tr>
<tr>
<td>Receives replies. Knows who has been invited and who can and cannot attend.</td>
<td>Can focus on the more rewarding part of an annual review – seeking everyone’s views prior to the meeting. Giving time to reassure parents, teachers etc. about any issues prior to the meeting itself.</td>
</tr>
<tr>
<td>Pupil can be involved in planning the arrangements e.g. how many chairs, cups are needed.</td>
<td></td>
</tr>
</tbody>
</table>
Invitations to the annual review

The actual process of sending an invitation provides a concrete way of involving the pupil from the outset in the process of the annual review. This is shown in figure 58 below.

Figure 58

Michael, year 5, sent his invitations for his annual review to all the professionals involved. He only received one reply, which was a telephone call from the specialist teacher. The SENCO realised that professionals with a large caseload needed an easy way of replying directly to the pupil.

As a consequence, for other annual reviews a reply slip was added to the bottom of the invitation. Pupils also sent invitations to their parents, teachers and learning assistants, thus guaranteeing that some replies were returned directly to the pupil.

This process helped James, a pupil in year 2 on the autistic spectrum, as receiving the replies helped reinforce the time scale of the event. The learning assistant was able to put them at his workstation and talk to him about his family and other adults coming to school for his “review party”.

On the day of the review meeting James was found sitting at the SENCO’s desk at lunchtime, an hour before his annual review meeting, waiting for (in his words) “all you guys” to arrive! He certainly knew that he had a meeting that day and was looking forward to it.
Both examples are of an invitation for a pupil in Key Stage 1 or 2, but they could be made age appropriate and designed by the pupil themselves.

**Figure 59**

Invitation to

my Annual Review meeting

On:
At:
Time:
From:

Dear .........,

*Thank you for your invitation*

I will/will not be able to come to your Annual Review meeting.

From ..............................................
I would like to invite you to a meeting at my primary school on June 17th from 9.15 – 10.45 am for all the people who work together to help me.

Please let me know if you can come

Dear

I will/will not be able to come to your meeting on

Signed: ..............................................

Date: ......................................................

Please send this reply back as soon as possible to me at my school.
Collecting pupil views and organizing the meeting

The SENCO Manual 2 has a format in the annual review documentation for collecting pupil views. The questions provide simple starting points to help gather pupil views. The questions need to be used imaginatively and with sensitive support from adults. The SEN Toolkit also suggests that the adult finds out if the pupil would like friend or advocate to be present.

Other points for consideration include checking the suitability and layout of meeting place. The time also may be crucial, not just for the adults who will be attending but also for the pupil, so that he/she does not miss favourite lessons or other activities.

A pupil asked his friends to contribute to his review.

Figure 61

Mark, year 5, was talking with the SENCO about “who helps you in school?” Mark mentioned his teacher, the learning assistant, and two girls in his class. The SENCO asked if he wanted these friends to contribute to his review by giving their thoughts on the progress that he had made. He agreed to this idea readily. The SENCO asked Kate and Sian for their comments and their response was very powerful. It affected the outcome of the review, as the boy’s parents had been quite anxious about his behaviour in school. He had been displaying autistic tendencies at home and life had become problematic for the family. The parents thought that, if Mark lost interest in school, the staff in the mainstream setting would not be able to keep him on task. The message from Kate and Sian stating that they took turns to look after him each week and that if he lost interest they just left him until he joined in again showed the family that it was not the problem that they had feared. The teacher had tried many times to reassure the parents that this was the case, but hearing it directly from the girls reinforced the positive message. The teachers also learnt something new. No one had realized that the two girls had organized the support that they felt Mark needed, reminding the staff of the power of peer support.
The power of peer support; Kate and Sian’s advice for their friend Mark’s review.

**Figure 62**
We take turns to help Mark. We used to argue about which one of us would look after him – but now we are on a schedule. We have a week each. We help him with letters and how to write his numbers the right way round. We like Mark because he has a really nice attitude. He is a good friend to us. We play together in the playground – he helps with the register tray and lunchbox trolleys. Sometimes he runs too fast and we tell him to slow down. If he doesn’t seem to be bothered to work or play then we just leave him alone. He soon joins in again.

Group work in a secondary school – preparing for annual review meetings and bringing about changes. This is described in figure 63 below.

**Figure 63**
A small group of year 7 students and a specialist teacher tried to identify what mattered to the students in preparation for their annual reviews. This involved them discussing in a group their interests, feelings and concerns, prior to the annual review, so that the students could attend and confidently contribute to it. The teacher discussed, with the students, different ways of exploring their views for the annual review.

The students chose from four different methods, which were explained to them:
- Voting on a bank of statements; considering a number of statements and deciding whether or not these represented something that was important to them or not
- Mind maps; a visual picture or map of their ideas and thoughts
- Tour of the school; students taking the teacher to places in the school and telling the teacher their feelings about the place, while she scribed
- Student conferencing; questions being asked of the students, which would help them clarify their feelings and thoughts.
What were the gains?

- All the students attended the whole of their annual review.
- Parents were given the opportunity, should they have wanted to say something without the student being present, none took up the opportunity.
- When the students were asked to contribute they all managed to say something meaningful.
- The specialist teacher read out the views; in all but one case the students were able to expand on some points.
- Some students chose to share information, which they had chosen not to include in the written views.
- Some students managed to bring further, new ideas to the meeting.
- In all cases the students’ views affected some change, some immediately, some to be written into future planning.
- All students wanted a copy of their views for home.

All pupils need to be part of these processes to know that they are listened to and their views are valued. All school policies, not just SEN, need to promote good practice in involving pupils. Pupils with disabilities need to be included in day to day decision making. Areas for discussion at the annual review will include targets for learning that pupils will be very familiar with. They also need to be prepared sensitively to talk about using a hoist, wheelchair or other specialist equipment such as a radio aid. Time should be protected to give the pupil an opportunity to talk about being themselves and not just somebody with a disability or a learning difficulty.

“People before paper, please at my annual review.”

At the time of the Annual Review meeting

By involving the pupil from the outset, the pupil, friends, SENCO and staff should enjoy the preparation. Then the review meeting itself can focus on celebrating the progress made by the pupil over the year because of everyone’s efforts.

The adult: leading the meeting needs to:

- make sure the pupil is given time to think about what they want to say;
- check that the pupil is satisfied that all their questions have been answered;
• give the pupil the opportunity to ask further questions
• sum up the main points of the meeting clearly in a way the pupil understands
• aim to put people first.

Displaying and talking about everyone’s views at an annual review meeting.

Figure 64

For his annual review meeting George helped to put up a display of photographs and written comments in the meeting room. During the meeting the SENCO summed up the main points by drawing and recording notes on a flipchart. In this way everyone’s views were represented, including George’s friends who he had spoken to prior to the meeting, as he had said he would like to involve them. After the meeting George said, “How long before I have my next annual review? Can I have one next week because I can’t wait for a whole year?”

Following the Annual Review

The SEN Toolkit (Section 4: Enabling Pupil Participation) states that following an annual review a pupil should receive his own copy of the report in an accessible format. Many head teachers and SENCOs may not be aware of this aspect of an annual review. It is recommended that the pupil receives feedback in a positive way and it would be helpful for the SENCO or class teacher to talk through the review and ensure that the pupil understands any decisions and outcomes.

If everyone involved has been communicating in jargon free language right from the planning stage, it need not be complicated to make the outcomes from the annual review accessible.

A SENCO’s perspective on an annual review that involved the pupil at all stages is shown in Figure 65.
My thinking was transformed after reading the SEN Toolkit carefully. I realised that the pupil should receive his/her own report after an annual review so I started the planning process with this in mind. I involved the pupil by sending out his own invitations. At the actual meeting I displayed and recorded everyone’s views in a visual and straightforward way, and immediately everything seemed to fall into place and the whole process became a far more human and enjoyable occasion than annual reviews had previously been. I had always tried to involve the pupil before and he/she always attended, but now I had a planned approach that everyone understood and everyone had a part to play in celebrating the pupil’s success. Yes, there is still paperwork to prepare and send out prior to the meeting, but it is not anything like so complicated when writing in language that everyone understands! Completing the formal paperwork can be done after the meeting itself. I know there are difficult issues that do need to be discussed but they should not interfere with the actual review meeting which is about everyone’s achievements.

Section 5

Transition Planning

Promoting pupil participation in talking about changing or leaving school. Transition planning means enabling them to express their ideas and feelings and planning with them, rather than for them. Good practice for involving pupils in IEPs, statutory assessment and in annual reviews applies equally to transition planning.

Transition is a term often used to describe transfer from school to further education, but can equally be a term used for times of moving from pre-school into school, from one key stage, or from one school to another. Successful transfer from one stage of education to the next is dependent upon whole school policies being in place. Policies and practices should support the pupil before, during and after the time of transfer. The pupil, with appropriate support, can be central in providing information for staff in their new school or college.
For example:- Andrew is on the autistic spectrum and has his own Personal Passport in order for teachers in the primary school to meet his needs.

**Figure 66**

Hello. My name is Andrew.

I am starting school soon and I keep looking at the photograph I have at home of my new classroom and my teacher. I can do lots of things myself. I can put on my own coat, but I just need someone to look out for me and help me find my own coat. I can choose what drink I want at snack time even though it takes me a long time to make up my mind.

Sometimes people rush me and then I can get upset. I might scream and flap my arms a lot. A good way for me to calm down if I do get upset is to play with some shiny paper because I love the feel of it.

Transferring from primary to secondary school is another exciting, but also a potentially quite daunting process, especially for pupils with special educational needs.

A pupil in year 6 told staff herself that she has cerebral palsy and its implications for her at secondary school.

**Figure 67**

Grace worked with the specialist teacher for pupils with physical and neurological difficulties to help her prepare for transition from primary school to secondary school. Grace has cerebral palsy, which although not noticeable to adults who do not know her well, does cause Grace some problems.

When Grace was in year 6 she decided she wanted created a PowerPoint presentation with support from the teacher, which she used to show teachers at the secondary school her own views of her difficulties and strengths and what she would like the school to do to meet her needs.

The specialist teacher felt that the message she gave to the teachers at the secondary school was very powerful. They responded by saying that they had
tremendous respect for Grace and that she had given them a very good insight into
the type of difficulties a pupil can be experiencing that are not readily noticeable.
She certainly raised their awareness and increased their understanding of other
pupils’ potential difficulties.

Grace said, “I am pleased I told my new teachers about my difficulties. I am really
looking forward to going to my new school now”.

Listening to and trusting pupil’s choices and decisions at the time of any transition.
Even short work experience placements can have a profound effect.

**Figure 68**

Toni, year 9, asked to carry out a two-week work experience placement at a local
primary school. Her form tutor at her secondary school had been concerned about
her behaviour, especially her negative attitude to her schooling and was worried that
she might not use the opportunity fully, or attend regularly. He asked Toni what she
thought about this possibility and she reassured him that she would take the
experience seriously.

The KS1 teacher in the school that Toni was working in said that Toni was one of the
best work experience students she had met. Toni was very enthusiastic and used
her initiative and related particularly well to the pupils. She spent some time in the
staff room and liked being included in the conversation and treated as an adult.

If the secondary school had relied on the reports from all the class teachers and
social service key workers who had been involved in Toni’s schooling over the
previous year, without discussing it with Toni, the outcome may have been very
different.

Toni now goes back to the school to help whenever she can. She has increased her
motivation and work ethic for her own studies as she wishes to get a qualification in
child-care studies. She has also been recommended for a prize for work experience
student of the year in the area.
Overall Summary

In all the examples in this chapter and in the guidance as a whole, the key to success is to put the pupil at the centre. When adults and children have experienced the positive effect that this can have, not only for the child, but also for his friends, family and all adults who support him, it can be a transformative experience. Try just one of the examples at least, whether at a whole school level, for a group or for an individual pupil and see the difference!

There is no doubt that it is a challenge to involve pupils. Sometimes it will have to be achieved through adults who know the pupil well observing and recording their likes and dislikes in the first instance. If photographic or written evidence is collected over time, using innovative methods, it should not be necessary or acceptable to simply write “not applicable” in a planning or review form that asks for the pupil’s views!
Appendices
Now it is over to you to put

Pupil Participation into Practice

We hope that you have really enjoyed reading through this guidance and that you have found ideas and examples that interest you.

What to do next?
Look at the Ladder of Participation (Resource One in Additional Information and Examples)
Think about where you, members of staff, and your school as a whole are on the ladder.
What existing school-based initiatives can involved pupils with SEN in a more meaningful way?
Most important – what skills do your pupils need to develop that will mean they can participate fully?

Just like setting IEP targets – plan carefully and you will achieve success……you might:

• set one or two targets that are easy to achieve and can be put into practice very soon.

• plan a more challenging target that will need discussion with your Senior Management Team or a department in your school and that could be included in a future school development plan

• discuss some of the ideas directly with pupils, at the same time as establishing those good communication techniques that are in the guidance

• want to talk with some parents about what you are planning

• share some of the guidance and the activities that are in the back at a staff meeting
• talk through some ideas at SEN Cluster meetings

• Develop new approaches with a partner school

• Discuss approaches with your school educational psychologist or specialist teacher or contact the Behaviour Support Service for training in setting up a specific scheme

The working group has become more and more excited at every step through planning the guidance and training. From the point when we started to share some of the ideas with schools we have been sent new examples of how SENCOs are developing and changing their approaches to involving pupils. Reflecting on the quotation at the front of this guidance, they are realising how much there is to learn from giving pupils a real opportunity to talk about themselves and what they need to help them to succeed in school.

Please let us know how you are getting on as you put:

Pupil Participation into Practice

Members of the Pupil Involvement Working Group were:

Alan Fuller; Clare Counsell; Anne Carr; Helen Wood; Alison Bridge.
Appendix 1

Pupil Participation in Action

The Ladder of Participation
Taking steps towards active and meaningful pupil involvement.

Where are you?

Roger Hart's Ladder of Young People's Participation

- Rung 8: Young people & adults share decision-making
- Rung 7: Young people lead & initiate action
- Rung 6: Adult-initiated, shared decisions with young people
- Rung 5: Young people consulted and informed
- Rung 4: Young people assigned and informed
- Rung 3: Young people tokenized*
- Rung 2: Young people are decoration*
- Rung 1: Young people are manipulated*

*Note: Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.
Florence: UNICEF Innocenti Research Centre.
Enabling Pupil Participation
Action Plan

Action One

Action Two

Action Three
Using questionnaires

In your groups, take time to look through the three examples on the following pages:

- Learning and teaching Scotland, is aimed at KS 3 / 4 and focuses on pupil involvement at a departmental level.

- Mildmay Infant and Nursery questionnaire is from an Essex school and for all pupils at these key stages

- OfSTED questionnaire is from the new OfSTED framework, with two questionnaires, one for Primary and one for Secondary schools.

Questions to consider:

1. Has your school, or a part of it (a department or a class) ever undertaken a consultation process of any kind that seeks out pupils views on matters relating to aspects of school life?

2. If your school has used some kind of consultation process, how were pupils with SEN enabled to participate and express their views?
What opportunities are there in your department for young people to take part in the following kinds of decision making?

- Course content, e.g. through investigations, project work or personal reading
- Approaches to teaching and learning, e.g. choice of end product or method of gathering information
- The rules and procedures of the classroom

In what ways do students contribute to departmental evaluation?

- Class/group discussion
- Pupil evaluation questionnaires
- Profiling methods allowing comment on effectiveness of teaching and learning
- Self and peer evaluation

How are the following skills addressed in your department?

- Coping effectively and safely in a range of social situations
- Working in teams to carry out tasks and overcome difficulties
- Communicating effectively with others
- Researching and handling information
- Thinking critically about evidence

Learning and Teaching Scotland
Mildmay Infant and Nursery School
Pupil Questionnaire

1. What do you enjoy doing in school?

2. Do you find any work or anything in school difficult?

3. Who can you ask to help you in our school?

4. Who are your friends?

5. What do you play at play-time?
6. Do you enjoy play-time? Why?

7. What would you like to be really good at?

8. If you had a problem or were really upset in school, who would you talk to?
**Inspection questionnaire for pupils in Key Stage 2**

For pupils in Key Stage 2 [insert school name]

Would staff please explain that the school is soon to be visited by inspectors, who want to know what children say about it. Please explain each statement to the children. If they agree with the statement, please ask them to put a **tick** in the space next to it. If they do not agree, please ask them to put a **cross**. If the children cannot answer a question, please ask them to **leave it blank**. When the children have finished, please seal all the questionnaires in an envelope. Would adults/grown-ups/staff please refer to themselves and the school in the way that children will understand. Thank you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy school</td>
</tr>
<tr>
<td>2</td>
<td>My school helps me to be healthy</td>
</tr>
<tr>
<td>3</td>
<td>I feel safe when I am at school</td>
</tr>
<tr>
<td>4</td>
<td>I learn a lot in lessons</td>
</tr>
<tr>
<td>5</td>
<td>Behaviour is good at my school</td>
</tr>
<tr>
<td>6</td>
<td>Adults in my school care about me</td>
</tr>
<tr>
<td>7</td>
<td>Adults at school are interested in my views</td>
</tr>
<tr>
<td>8</td>
<td>I know how well I am doing at school</td>
</tr>
<tr>
<td>9</td>
<td>Adults explain to me how to improve my work</td>
</tr>
<tr>
<td>10</td>
<td>My school helps me to get ready to move into my next class</td>
</tr>
<tr>
<td>11</td>
<td>The headteacher and senior staff in my school do a good job</td>
</tr>
</tbody>
</table>

It would be better if I could answer these questions on the computer  (Please tick.) Yes □  No □
### Inspection questionnaire for pupils in Key Stage 3

[insert school name]

**How do I fill the questionnaire in?**
- Please read each statement and tick the answer that best fits what you think about your school.
- Please answer each question **once**.
- If you cannot answer a question, please leave it blank.
- This is not a test and there are no right or wrong answers.
- Please do not write your name on your questionnaire.

---

I am in year group

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My school helps me to be healthy</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>Teachers are interested in my views</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>I know how well I am doing at school</td>
<td></td>
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<tr>
<td>9</td>
<td>Adults explain to me how to improve my work</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>My school helps me to prepare for the future (for example to change year group, to change school, or for pupils finishing school, to enter further or higher education, or to enter employment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The headteacher and senior staff in my school do a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Do you think it would be better if you could answer these questions on a safe internet site?
(Please tick.) Yes □ No
Involving pupils using key words and pictures

1. Read the example below.

2. Make a list of words you use when talking about individual plans and targets.

3. Pick one word and think about how to explain it to an individual pupil in your school.

A group of four pupils in a secondary school in Derbyshire were preparing for their annual review. The SENCO asked for support from an educational psychologist in allowing the pupils to give a meaningful contribution to their review. The EP noticed through talking with the pupils that there were many words and concepts which were getting in the way. She set aside two sessions to work with the group teaching them the vocabulary of the process and finding a way for them to record their own views. The pupils kept a prompt of the key words in their diaries so they could refer to it at any time. The parents found the list very helpful too! One pupil suggested giving the list of words to all the pupils in the school who had the ‘thing called a statement’.

Session 1
The group looked at strengths and difficulties using photographs of activities in school. The pupils talked together about areas they wanted to improve. They made a list of words which they did not understand and talked through the meaning.

Session 2
The pupils put their ideas together to share in their review meeting. Each pupil chose their own technique, some using ICT, some using pictures etc. The pupils were given support in scribing if they asked for it. The list of words were typed up with the meanings and the pupils kept them in their diaries to refer to at the review.
Communication Techniques

1. Read through the list of techniques to facilitate communication overleaf.

2. Share any experiences of using these in your school in your group.

3. In future, how might these help develop what you do in your school?
For some children verbal communication can be supported by the following:

- **Gestures**: pupils can give a preference by a smile or a frown, perhaps moving their head away from an item given to them. Some pupils use eye pointing to identify their choices and needs.

- **Pictures**: these can be drawn by adults, pupils or taken from magazines and books. Pupils can themselves communicate through drawing their responses.

- **Photographs**: A range of photographs of key people and places in the school can be collected and kept as a visual vocabulary, perhaps in a book. Pupils or adults might take the photographs.

- **Objects**: using tangible items such as toys, school equipment or clothing can be a prompt to the pupil. These are sometimes called objects of reference. These can be sorted, posted or act as a prompt.

- **Communication systems**: some forms of pictures, symbols or gesture have been formalised into widely used systems with common understanding of the meaning. These include Makaton (symbols, gestures and pictures), British sign language, Braille and the Picture Exchange Communication System (PECS).

- **Low-Tech Solutions**: there are a number of simple techniques to enhancing communication such as pointers, using puppets, play scenarios and stories.

- **High-Tech solutions**: there are a wide range of increasingly sophisticated technologies to enhance communication. These range from simple switches which record one message to concept key boards to voice synthesisers. The *Communication Aids Project* is a government initiative aimed at ensuring pupils with communication difficulties have access to the best communication technique. It is organised through the speech and language therapy service.

  *The local SEN specialist teacher resource base will have information on and examples of a wide range of communication techniques which support participation.*

*The Ethnic Minority Achievement Service (EMAS) can be approached should an interpreter be required.*

*Communication techniques need to take into account pupil diversity.*
Appendix 5

Using Rating Scales

The instructions seem long, but the activity is straightforward, it only requires paper and a pencil. You just need to nominate one person as the focus and one as the facilitator.

1. Decide on the two extreme views on this issue, for example, I hate doing exercise, I really like doing exercise. Write these on the ends of the scale at 0 and 10.
2. Ask the focus person to put a cross on the line somewhere between 0 and 10 as to how they would ‘rate’ or ‘score’ themselves on doing exercise for example, 3/10, 6/10.
3. Ask them for specific reasons as to why they have rated it at that score. Try and get these to be as concrete as possible rather than ‘it’s boring’. Detail here helps the next step.
4. Ask the focus person to put a mark on the score that would be ‘good-enough’. Obviously 10/10 would be great, but in reality, what would they be pleased with.
5. Look at the gap between where they are now and their ‘good-enough’ score. Break it down into a smaller leap. For example, they might like to move from 3/10 to 8/10. What small step would they have to take to get just to 4/10, rather than moving all the way to 8/10? The key here is to think of specific examples of small changes that would be happening to get to 4/10. Questions that might help are
   - What would be happening at 4/10?
   - How would you know you have reached 4/10?
   - What differences would you notice at 4/10?
6. Write down the concrete examples on the scale see below. Convert these into targets

```
today    next    good-enough
          step

0--------1---------2---------3---------4---------5---------6---------7---------8---------9---------10

exercise is horrible

-am a member of gym but don’t go any more
-like swimming, especially on holiday, but too busy
-have been to aerobic classes in the past
-can run for the bus without getting out of breath

-exercise is great!

-go swimming once a week, must leave work at 5.30pm.
-ask a friend to come too (meet in the pool, not in the cafe)
-phone up for new aerobic class timetable
```
Now it’s your turn. Try out a rating scale with a partner on an issue relevant to you, e.g. using the internet or losing weight.

```
0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10
```

You have done this as an adult. How could you use this with a pupil in your school? When might you use it?
## Planning for the Annual Review meeting

<p>| | |</p>
<table>
<thead>
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<td><strong>Before:</strong></td>
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<td><strong>During:</strong></td>
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<tr>
<td><strong>After:</strong></td>
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</tbody>
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Examples of Pupils' Views

Resource 8

I don't like

- Working without my friends
- Sounding out words to read and spell
- Reading books with more pictures than words
- Having to make decisions
- Adults writing things for me

What I want for my future

- Clarinet
- Keep the playroom tidy
- I am going to learn my times tables
- I will answer questions - put my hand up more
- I would like to help more around the classroom

$1 \times 2 = 2$
$2 \times 2 = 4$
Further Reading


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