

Resources to capture strengths, needs and views and aspirations of children and young people

Good day / Bad day

<http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/02/gooddaybadday.pdf>

Using the Good Day /Bad Day Resource

<http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/good-daybad-day/>

What's working / What's not working

<http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/02/workingnotworking.pdf>

Retracking

<http://www.ru-ok.org.uk/downloads/Retracking.pdf>

SEAL photocards

<http://webarchive.nationalarchives.gov.uk/20110218194057/nationalstrategies.standards.dcsf.gov.uk/node/66394>

Circle of intimacy

<https://www.youtube.com/watch?v=BeAMwLHryjc>

Blob trees (£)

<http://www.blobtree.com/products/a-blob-schools-collection>

Feeling bears (£)

<http://corambaaf.org.uk/bookshop/bears>

Scaling and solution focussed questions

<https://czone.eastsussex.gov.uk/specialneeds/Documents/Tools%20for%20gathering%20pupils'%20views%20-%20handout.pdf>

Inclusion Development Programme pupil questionnaires for SLCN and Dyslexia

<http://www.gmsen.co.uk/fileuploads/leaders/general/WirralIDPexampleSupportDocumentsFeb4-3.pdf> (page 39-42)

Pupil Attitudes to School and Self (£)

<http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school>

One Page Profiles:

<http://www.helensandersonassociates.co.uk/about/how-can-we-help-you/our-courses/special-educational-needs-disability-reforms/developing-outcomes-education-health-care-ehc-plans-person-centred-practices/>

<http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>

(All resources are freely downloadable except those marked with £)

Croydon SENCO Guidance: Identifying Pupils with SEND

Resource 2

Gathering Views of Children and Young People

The revised code of practice for SEND places a stronger emphasis on engagement with children and young people to address any emerging difficulties, identify what is working well and what is not and agree outcomes to work towards.

Giving pupils a greater voice in planning and reviewing support can be empowering and increase the impact of any action taken to support progress towards outcomes and realise longer term aspirations.

This guidance provides information about best practice to encourage positive dialogue with children and young people and to gain a realistic view of how they perceive their school experiences. It will help signpost to actions which will support adaptations in quality first teaching and other more targeted interventions to overcome difficulties.

Resources can be adapted to be used cross phase and with different ability groups.

Capturing children and young peoples views

Ideally this dialogue should be led by staff who know the child or young person best. This is most likely to be the class teacher or form tutor. It could be a trusted teaching assistant, learning mentor or the SENCO.

In some cases it may be appropriate to involve a staff member who needs to build a relationship with the pupil.

If it is a senior member of staff, such as a head of year, be mindful that this may infer a hidden message and seen as part of a sanction.

This could be a formal meeting or an informal discussion e.g. sharing lunch with a child.

In deciding how to engage with children and young people and capture their views age and level of need should be taken into account. For a very young child, or an older child or young person who is unable to advocate their own views focused observations by key adults will develop a clearer understanding of when a pupil feels safe and confident or when they feel anxious and distressed.

Views on enjoyment and sense of security in school / pupil wellbeing

- What do you enjoy most about school?
- Do you worry about anything to do with school?
- What things do you find more difficult at school?
- On a scale of 0-10 how good do you think you are at reading, writing ---?
- What lessons do you find most interesting?
- Do you enjoy breaks and lunchtimes?
- Are break times and lunchtimes a good time for you?
- How do you feel about being in a new class or year group?
- Do you find school a friendly place?

View on teaching support including feedback and affirmation

- What helps you to learn?
- What doesn't help you to learn?
- Do you know what to do if you are stuck or do not understand?
- Do you like the sets / groups / tables you are working in?
- Do you like new challenges?
- How do you like to be praised?
- Who or what helps you best at school?

Prompt questions, openers and resources to support and record views of children and young people. The range and nature of questions should be relative to age and circumstances and phrased in a way that is not judgemental. This list is not exhaustive or prescriptive but should provide a framework to capture the child or young persons perspective

One Page Profile

The one page profile approach may be one way of capturing all the important information about a young person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me.

View of personal strengths and areas of weakness

- What do you think you are good at / do well at?
- What would you like to get better at?
- Do you like answering questions in class?
- What is your favourite piece of work you have produced this term?
- What activity / topic have you enjoyed the most?
- Are there any things that make you feel angry or frustrated when in class or doing homework?

Views on motivation and attitudes to learning

- What stops you learning?
- What stops you working in class?
- Do you like working by yourself?
- Do you like working with others?
- What distracts you in class?
- When do you work at your best?

WIKIS

Personal websites that use pictures, words and videos to capture voice, skills, aspirations and needs of individual.