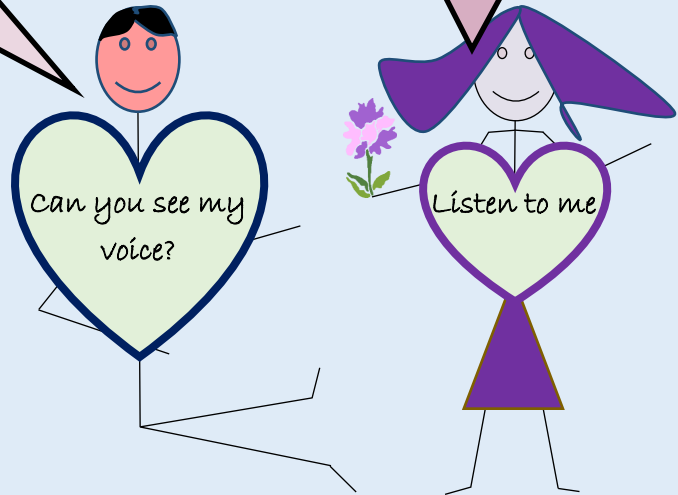


Pupil voice refers to pupils' participation, contribution and influence in a school context (MacBeath, 2006).

Pupil voice is an umbrella term. In practice, there is a wide spectrum of potential for pupil involvement in school.



Safeguarding

Methods we use to gather the thoughts and feelings of learners to ensure their safety

- Safeguarding Debrief Level Packs
- App's such as Proloquo2Go (Talkers)
- Comic strip conversations
- Talking Mats
- ACE communication books
- Talk Diaries & Brad Time
- Access to Childline
- Advocates and independent listeners
- Parents and Social Workers
- Education staff & Carers

Daily Practice

Methods we use to gather the thoughts and feelings of learners during sessions

- Zones of Regulation
- Talkers
- Choice boards
- Talking Mats
- Reflection & Circle Time
- Expression through behaviour
- ACE communication books
- Voice, Sign & Body Language
- Intensive interaction
- Therapy sessions

Shaping

Methods we use to gather the thoughts and feelings of learners to shape curriculum design

- Variety of Questionnaire Types/ (Photographic/Written/symbols)
- School Council
- PEP questionnaires
- Talking Mats/Brad Time
- Verbally by attending Reviews
- Parental representation
- Virtual video meetings
- Social Worker Voice
- Views of professionals following assessment/observation
- OFSTED Questionnaires
- Comic strip conversations
- Talking Mats
- ACE communication books
- Talkers

Opportunities for Pupil Voice

All day and everyday life	PEP Reviews	Assessments
Keyworker sessions	Annual EHCP Reviews	Circle time
Termly Updates	Social worker meetings	Reflection
Council Meetings	Mental Capacity Assessments	Debates
Counselling ('Brad Time')	Making Choices and decisions	Debriefs

The reading of behaviour and body language/nonverbal expression

How Overley Hall believes we can further promote pupil voice by:

Supporting child led practice, PACE and person centred approaches.

Making lessons personally relevant.

Following and regularly updating documents which guide the staff and parents (i.e., Positive Support Plans, Individual Education Plans or Risk Assessments).

Building into sessions opportunities to express choice, thoughts and feelings.

Using friendly sabotage to encourage decision making and independent thinking.

Rewarding contribution and recognising those who speak up.

Providing learners with discussion time to explore and develop their ideas.

Enabling creative expression and reading behaviour as an expression of voice.

Encouraging debate and opportunities to share their thoughts.

Developing a range of differentiated tools to promote 'voice'.

Offering staff training to gain greater understanding of expression and thought.

Ensuring strategies promote communication, interaction, expression and engagement and are fully embedded across the waking day; closely linking targets and curriculum drivers; firmly rooting the 'Aims' of the school.

Linking 'pupil voice' to lesson observation and featuring as a discussion point.

Promoting Speech and Language Therapy and the use of other therapies which encourage 'pupil voice', participation, contribution and influence. Other examples include: Music Therapy, Occupational therapy, Lego therapy, Theraplay and Psychology.