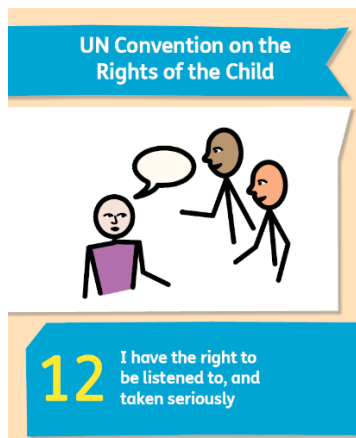


Pupil Voice in Beatlie School



Pupils at Beatlie School have the right to have their voices heard.

How do we support our pupils to share their thoughts on the curriculum with us?

**Our children have the right to have their voice heard
(articles, 12 and 13, UNCRC)**

To support this effectively we must:



Create meaningful opportunities for communication throughout the day



Respond to all communication thoughtfully and appropriately



Respect the developmental level of our pupils and value all communication methods equally



Understand that our pupils respond to the world in the 'here and now'!

Body Language

Symbols and pictures can support communication for pre-verbal children, however for some symbols and pictures don't yet have any meaning. Our pupils can communicate so much through their body language and vocalisations if we take the time to get to know them well and observe their responses in lots of different situations. Staff strive to carefully observe behaviour and responses, valuing and responding to this communication.



Pupils indicate their likes and dislikes for sensory experiences through facial expressions, body language and vocalisations

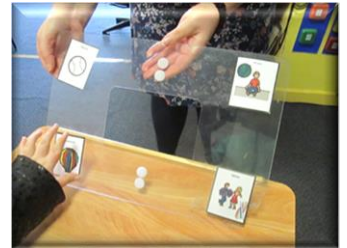
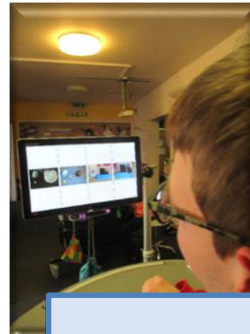


Pupils show their enjoyment of one to one time by looking, smiling, laughing and vocalising.



AAC

For those pupils who understand that objects, pictures and symbols have meaning, it is important to provide an appropriate means of communication – this could include communication boards, aided language boards, talking mats, tablet with communication apps, communication devices, eye-gaze technology, signing. Pupils might use these to make choices and answer simple questions, e.g. did you like that? Do you want more? We must ensure that our pupils have plenty of opportunities to practise their communication and that whatever support they use, is always available to them – This is their voice!!



Pupils request preferred items or activities by looking at or exchanging a picture or using individual communication aids.



Pupils communicate their enjoyment/dislike of an activity using communication aids such as a talking mat or eye gaze.



Whole School Events

We gathered pupil's voice and opinions on a number of whole school events throughout the year including a live science story event, a cafe in the dining hall, a live music event and a whole school litter pick. Some pupils put a token in the appropriate box. For others, staff who knew them well, carefully observed their responses and put a token in the appropriate box.



Event	Date	I Liked	I didn't like	Total responses
Live music	18 th November 2022	21 (100%)	0	21
Cafe	18 th November 2022	6 (75%)	2 (25%)	8
Science story event	13 th March 2023	7 (100%)	0	7
Litter pick	17 th April 2023	22 (71%)	9 (29%)	31

How we use this information?

It is important that we not only gather the views of our pupils, we must also use the information that they give us to inform how we develop and improve the curriculum.

We can do this in lots of ways, for example,

- To individualise timetables
- To modify and enhance groups and activities according to requests from the pupils
- To include more of the activities that pupils enjoy and less of the ones they don't enjoy!

C will walk away from large group activities. He is now included in smaller groups

F shows enjoyment of deep pressure by directing the adult's hand to his head. This is now a regular activity on his timetable

During sensory drama -pond dipping-we were floating material up and down with frogs bouncing on it and T adapted this idea by pulling the material into the tuff tray, lifting it up so water dripped like rain on him. We have now incorporated this idea into all the sensory pond dipping sessions.

During role play when washing babies in the tuff tray A went to the box of snack cups and took one to use to pour the water over the baby's head. We now provide a selection of appropriate cups to use in the water tray.

D does not enjoy interactive stories. He is very distracted and will spend most of the time trying to capture an adult's attention to chat to them rather than engage with the story. These stories are now adapted to contain a variety of props that are motivating for D

M during sensory drama requested a mirror which has now been added to the drama kit for everyone else.

Gathering views

We continue to offer pupils the opportunity to share their thoughts on their learning and experiences. We share these opinions on our pupil voice board.



Gold Rights Respecting School

Here at Beatie we are proud to be recognised as a Gold UNICEF UK Rights Respecting School having achieved this in 2018 and maintaining it ever since.

Our school ethos, mission and values ensure that children's rights are embedded across the school and underpin every facet of school life. We have been recognised for our exemplary use of the voice of pupils to shape key areas of school life and policy.

WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Children's rights are learned, understood and lived in this school.

