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## Development of a range of tools to promote pupil voice in schools (*Sarah Taylor-Whiteway and Siobhan Hickey, Promoting Pupil Voice at Paddock School for Children and Young People with severe learning difficulties*)

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**Stream 3 of the wider project: Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)**  
*Good practice example from 'Hearing the Voice' of children and young people with moderate, severe or multiple and profound learning disabilities*

We were interested in hearing about helpful ways to listen to the 'voice' of children and young people with moderate, severe or profound and multiple learning disabilities. When we say 'voice' we mean communication, in whichever form works best for the child or young person.

We asked people to write a summary of what they are doing and send it to us. Below we list summaries of what people did, what was helpful and what were the barriers. The summaries contain lots of ideas that can be applied to working with children and young people of different ages with a range of complex needs across the levels from own life, through service development, training and research and community and cultural change.

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**Find more information here:**

<https://www.corc.uk.net/outcome-experience-measures/feedback-and-outcome-measures-for-children-and-young-people-with-learning-disabilities/>

## Good practice example from ‘Hearing the Voice’

Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)

### PROJECT SUMMARY

We worked in collaboration with staff at Paddock School during the development of tools to promote pupil voice and also used trainee Educational Psychologists to develop pupil voice packs as part of a wider toolkit.

### WHAT WE DID

We developed 6 tools in an attempt to support all students within the school to express their views. The school were already using SCERTS® (Social Communication, Emotional Regulation and Transactional Support) to understand the communication skills of their students. We developed 6 tools that mapped onto each of the SCERTS levels with the understanding that CYP may be able to access other tools outside of their SCERTS level.

#### Social partner – observation schedule/blank room test

We are learning about	What interests me	How I make sense of my world	How my world makes me feel	If I want to communicate with you	How you can support me to access my world	If I am motivated to seek what I like
Eg. Time	What I am looking at	What I am using to explore the object (eg. hands, mouth, nose)	My facial expression, any sounds I am making	Attempts at engagement, eg. eye contact, gestures, sounds	Support needed and provided	What I seek and how it is sought

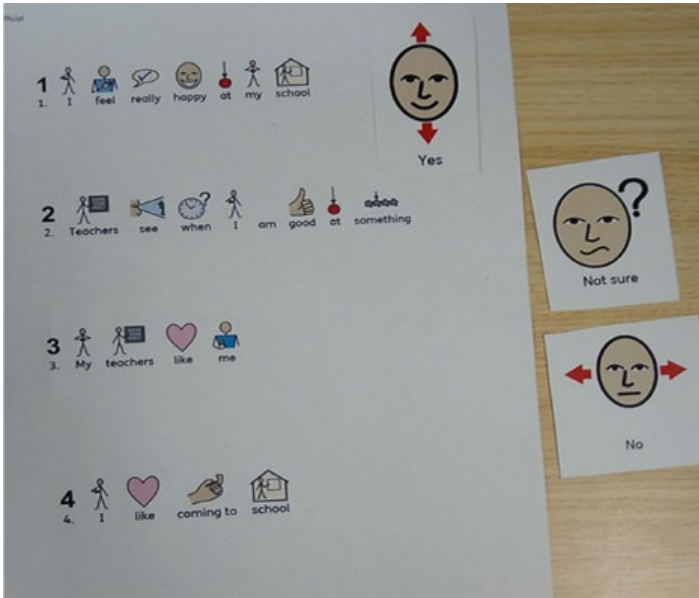
#### Language partner – sorting mat/Mosaic approach



## Good practice example from 'Hearing the Voice'

Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)

### Conversational partner – belonging scale/interview schedule



Some of the tools were adapted from resources already available and trialled with staff in school who then suggested their own amendments to create them fit for purpose and increase even further the person-centred nature of the project.

## WHAT HELPED?

- The school was willing to invest time and energy to this project – using some of our commissioned time to complete the project and encouraging all staff to attend twilight sessions after school and building it into their appraisal system.
- Using the established SCERTs model within the school to differentiate between language levels gave us a strong starting point to research and develop the tools
- Identifying tools that were already established in our review of current practices around pupil voice gave us good grounding as to what might work and what had been done before.
- Having the space and time to allow staff to explore and adapt the tools in their own way promoted a sense of agency within school
- Embedding the concept of like/don't like throughout the school day with school staff highlighting to students when it was apparent they were enjoying or disliking something or someone also began to build on the premise that every child has the capacity to make and have preferences.

## Good practice example from 'Hearing the Voice'

*Gathering feedback and measuring outcomes and change with Children and Young People with Learning Disabilities (LD)*

### WHAT WERE THE BARRIERS?

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- Understanding whether tools were being used meaningfully (were we gathering the real views of the child). It is always difficult to validate these but triangulating this with parent/teachers' views helped
- Staff having little time to commit to gathering student views – the activities had to be embedded well within the school system to allow teachers to dedicate time to this.

### RESOURCES USED AND/OR PUBLICATIONS/WEBSITES TO SIGNPOST /REFERENCE:

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- Clark, A. 2005. Ways of seeing: using the Mosaic approach to listen to young children's perspectives. (99+) (PDF) Ways of seeing: using the Mosaic approach to listen to young children's perspectives | Marlene Mboyo - Academia.edu
- Prizant, B.M., Wetherby, A.M., Rubin, E., A.C., Rydell, P.J. (2006) The SCERTS® Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders. Brookes Publishing