![Leicestershire County Council logo]

Gathering Children's and Young People's Voice to contribute to an EHCNA or Annual Review

A: Resources & approaches to gather views of non-speaking learners

B: Resources & approaches to gather views of learners requiring alternative approaches to communication

C: Resources & approaches to gather views of learners able to communicate independently

D: Other resources for gathering voice

Introduction

➤ Why gather children's and young people's voice?

We want to empower children and young people to know that their experiences, opinions and wishes are understood and valued. This promotes their confidence and development. The child or young person knows themselves better than anyone else, therefore, capturing their views can help to make meaningful and proactive changes to their life.   All children have the fundamental right to express their views on all matters affecting them (United Nations Convention on the Rights of the Child, 1989) and to participate as fully as possible in decisions involving them (SEND code of practice, 2015).

object

⬇

photo

⬇

➤ Hierarchy of visual supports

picture

⬇

Resources in this booklet are designed in line with the hierarchy of visual supports. That is, supporting pupils to communicate their views using a continuum of approaches from real-life objects through to written or verbal communication. The resources in the toolkit have been divided into 3 levels of need and it is important to identify the child or young person's developmental stage including their level of communication and understanding and to use resources that are appropriate for the child or young person's strengths and differences.

symbol

⬇

word

➤ What information is needed for an EHCNA or Annual Review and why?

When gathering a child or young person's views for an Education, Health and Care Needs Assessment (EHCNA) or Annual Review, a range of areas need to be explored. This is to ensure that the views gathered represent a holistic view of the child or young person, including linking to Preparation for Adulthood (PfA) outcomes from an early stage. When the child or young person's views are clear and detailed, they form the start a 'golden thread', meaning outcomes and provision can be identified which support the child or young person to achieve their long term potential and aspirations.

Children going through an EHCNA are likely to have SEND needs which may affect their access to and engagement with Pupil Voice work for a range of reasons. Their individual needs will require careful consideration as part of the assessment planning process.

The following areas should be explored as part of gathering children's and young people's voice:

- Likes, dislikes, interests and strengths
- Views of all aspects of school/ education
- Future aspirations (and the reasons for these)
- **PfA: Employment**
- **PfA: Independent living**
- **PfA: Community Inclusion**
- **PfA: Health**

Employment

KS1: Preferred people, places or things

KS2: What do you want to be / do when you grow up, role models

KS3: Next steps in education, training or employment, future aspirations

Year 9 onwards: Purposefully plan, careers advice, placements, skills

Independent living

KS1: Communicating wants and needs

KS2: Self-advocacy skills, involvement in decision making, life skills

KS3: Safety, life skills (e.g., money, personal safety, cooking)

Year 9 onwards: Purposefully plan for independence

Community Inclusion

KS1: Play and communication skills

KS2: Friendships and relationships, access to community events

KS3: Independence in travel, personal safety

Year 9 onwards: Purposefully plan for community inclusion

Health

KS1: Washing and dressing

KS2: Understanding any diagnoses, including strengths and differences

KS3: Being involved in Health decisions, staying healthy and self-care

Year 9 onwards: Purposefully plan for good health, understanding services

Top Tips for Eliciting Pupil Voice

Try to sit side by side with the child or young person

Start by having an open conversation with the child or young person, about why you are interested in gaining their views

Build a rapport with the child or young person first, by playing games or doing other activities that the child enjoys together

Show the child or young person you are actively listening to them, and show them warmth

During activities, subtly mirror their body language

Make sure the child or young person knows and understands what you will do with the information afterwards

A: Resources & approaches to gather views of non-speaking learners

o Observation

For pupils unable to respond to simple questions or to sorting or drawing activities detailed below, a familiar adult should complete a direct observation to gain the child's view using the following prompts:

What are the child's preferred:
- o People
- o Places
- o Things (e.g., toys, activities, games, food)

What are the child's non-preferred:
- o People
- o Places
- o Things

What makes you think this?

Does the child show anticipation of the person, place or thing such as searching visually or showing keenness or excitement?

Other kinds of response you may see may include stimming, stiffening, turning towards, turning away, facial expression, vocalisation, reaching out, pushing back, touching, hugging. Think about what these behaviours mean for the child? (e.g., stimming is a sign of excitement for some children, but anxiety for others)

Also consider the function of the preferred activity. Is it meeting a social, sensory or emotional need (e.g., sometimes children seek out hugs to get a sensory rather than social need met).

o **Preference through selection**

Before the session, collect 5 objects of reference or images that the child or young person associates with the area of preference to be explored (activities, places, routines, people etc). These items could be objects that the child associates with the activity (such as small world item to indicate free play, goggles to indicate swimming, or a number line to indicate maths etc) or objects or images related to areas in the learning environment or to routines (e.g., an image of the playground or a cup for snack time etc).

o Place the 5 objects or images relating to the area of preference to be explored in front of the child or young person and allow time for them to explore.

o Ask them to pick one (their favourite). If they simultaneously select two items, return the objects/ images and restart.

o Once an item has been selected, allow time for the child to engage with the object/ image before continuing the selection process from the remaining items (removing items from the line-up as they are selected) until only one item is left.

o Through this process, most preferred to least preferred choices can be identified and recorded.

o This activity can be repeated to build familiarity with the task and identify consistent preferences (e.g., by repeating the same preference activity several times with the same objects/ images) and extended to explore other areas of preference where appropriate.

○ Offering Choices

Offering Choices to Children

Our Children Our Future

Why do we offer choices to children?

Giving children choices in their everyday lives can help them in that moment and in decision making for themselves in the future. When children are given choices, they have a voice and so can communicate what they like and don't like. Choices can give children a sense of control of what they do and when they do it.

Offering children choices, can help them to:

- Have a sense of pride and self-worth
- Stay calm in anxiety producing situations
- Build confidence and independence
- Manage emotions
- Be tolerant and understanding of others
- Invite cooperation and friendships, compromise and negotiations

Children usually love to make choices and share these with you.

How can we offer choices?

- Keep it simple by offering only two choices
- Show real objects to children whilst offering and talking about the choices.
- Give time for children to respond – this could take 10 seconds or more.
- Children may point or look when making a choice.
- While it's great to give children a say in things, too many choices can overwhelm. It's important to continue to keep boundaries and options available.
- Offer choices that children can understand and that are appropriate to their development.
- It's ok for children to not want to make a choice. In modelling and explaining choices, be prepared to compromise and maybe try offering choices at another time, someone else could make the choice this time.
- Give children plenty of praise and smiles to show you value their decisions. Enjoy choosing together.

Opportunities for offering choices

Choices can be offered throughout the day in many situations, both at home and in the early years' setting.

Remember it's not always possible for you to offer choices to children.

Good times to offer choices may include:

- Snack and mealtimes together
- Everyday routines including getting dressed and washing hands
- Sharing books and singing songs together
- Playing and being with friends

Ten top tips
www.leicestershire.gov.uk/services-for-children-aged-two-years-to-starting-school

Listening and responding to children's voices
https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-foundation-stage-eyfs/learning-development-and-assessment/listening-and-responding-to-childrens-voices

○ Top Tips for Communication

Top Ten Tips for communicating with your child

Our Children Our Future

Every interaction you have with your child is a form of communication. It's not just about the words you say: The tone of your voice, the look in your eyes and the hugs and kisses you give – all convey messages to your child. The way you communicate with your child not only teaches them how to communicate with others, it shapes their emotional development and how they build relationships later in life.

(UNICEF For Every Child – Article: How to communicate effectively with your young child - 9 ways to strengthen your bond through your words and actions)

1 **Close contact** - creates a calm connection, so that you can attentively listen and talk together. Getting down to a child's level in a moment when they need it, can really help them to communicate with you.

2 **Eye contact** - is a social skill which allows your child to pick up on facial expression, mouth movements and gestures, setting the mood and tone for communicating.

3 **Full attention** - minimise distractions (turn off phones, computers, and televisions), turn taking shows respect and allows conversations to flow. Put dummies/ pacifiers away to ensure that your child clearly hear the sounds that you are using and allows them to form the shape of sounds and words with their mouths.

4 **Active Listening** - encouraging smiles, affirming nods help children to feel heard and understood – have fun mirroring your child's facial expressions.

5 **Allow time to respond** - try waiting ten seconds to allow your child to think and gather the words needed to respond.

6 **Commenting** - try to avoid questions - use comments instead such as 'I can see you are using the red cup' or 'Wow! Your dinosaur has sharp teeth!'

7 **Try** - talking about what your child is doing or repeating what your child has just said and adding a new word! Try modelling words to your child rather than correcting them, if you child says 'tat' you could say 'yes it's a cat'.

8 **Everyday opportunities** - such a walk to the park or trip to the supermarket allows you to introduce, share and explore new words together i.e., helter-skelter, pomegranate. Follow your child's interests and ask them what they would like to do today by offering a choice.

9 **Bilingual children** - encourage your child to speak to you in their home language, allow them to build their vocabulary and words – English will develop in time... Give the child opportunities to communicate in different ways – using gestures and pointing to pictures

10 **Role Model** – your child learns how to communicate by watching you carefully! Playful fun activities, songs, nursery rhymes, stories, sensory and imaginative play can be particularly good for exploring new language.

Tiny Happy People
www.bbc.co.uk/tiny-happy-people

Better Health – Start for Life
www.nhs.uk/start-for-life

For more top tips please visit
leicestershire.gov.uk/services-for-children-aged-two-years-to-starting-school

or scan here

o **Photo elicitation/ iPad video recordings**

Use the prompts below (or other relevant prompts) and ask the child to take you to these places in the school, where they can photograph/ video the relevant place/ item. Alternatively walk through the school together and asking the child to take photos/ videos in each area, using the prompts below.

- *Favourite place / least favourite place*
- *An item you like / don't like*
- *Where you are good at something/ find something difficult*
- *Where you feel safe*
- *Where you would like to change something*

o **Using Drawing**

Ask a limited number of simple questions within the child's understanding and ask them to draw their response (make sure the drawings are annotated with the questions and date completed).

For example:
- *What do you like doing at school? What don't you like?*
- *What are you most proud of? or What are you good at?*
- *Is there anything that would make you happier?*
- *What would you like to do when you grow up?*

o **Structured Drawing Approaches**

Approaches such as Comic Strip Conversations or Draw and Talk provide further structure with this approach.

https://drawingandtalking.com/about-us

https://southleeasd.wordpress.com/wp-content/uploads/2018/05/comic-strips-step-by-step.pdf

Comic Strip Template
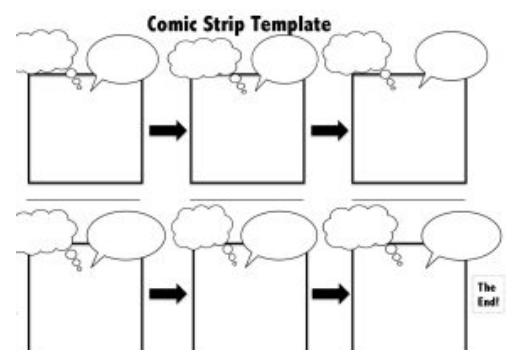
o *Resources using drawing (see Appendix A)*
- *Three houses*
- *The Wizard and the Fairy*
- *The Desert Islands*
- *Ideal school*
- *Circle of support*
- *Volcano Scale*
- *My Feelings Colouring Chart*

B: Resources & approaches to gather views of learners requiring alternative approaches to communication
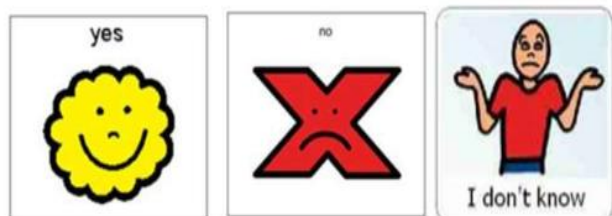
o **Talking Mats**

Talking Mats is a visual communication system which helps to gain pupil voice, perspectives, and opinions. Children and young people are supported to explore and express their feelings, views, and aspirations using a safe, visual system.

https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/
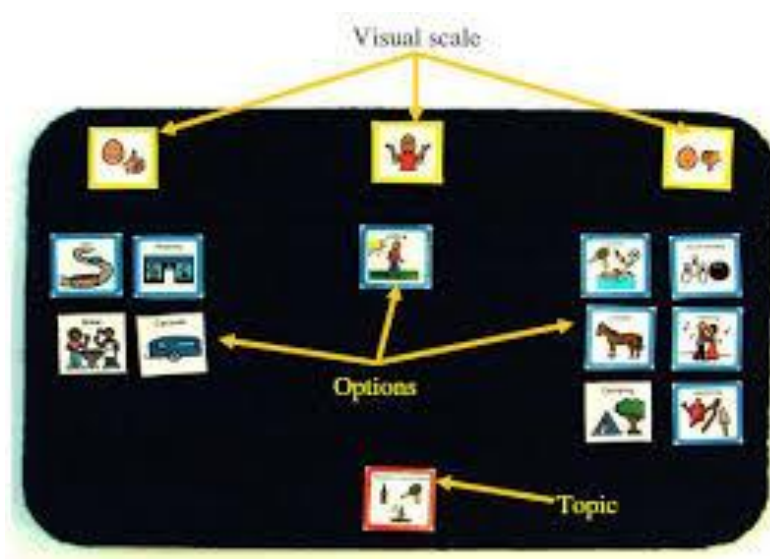
Talking Mats – frequently used Visual Scales

See *Appendix B* for a range of Talking Mat icons

o Simple Visual Scales

Visual scales can be used to gain a child or young person's perspective in a variety of situations and on a range of topics.

The type of scale used (e.g., symbols, emojis or numbers) should be selected in line with the child or young person's developmental level and understanding. In addition, the length of the scale (two choices, three options or more) should be carefully considered.
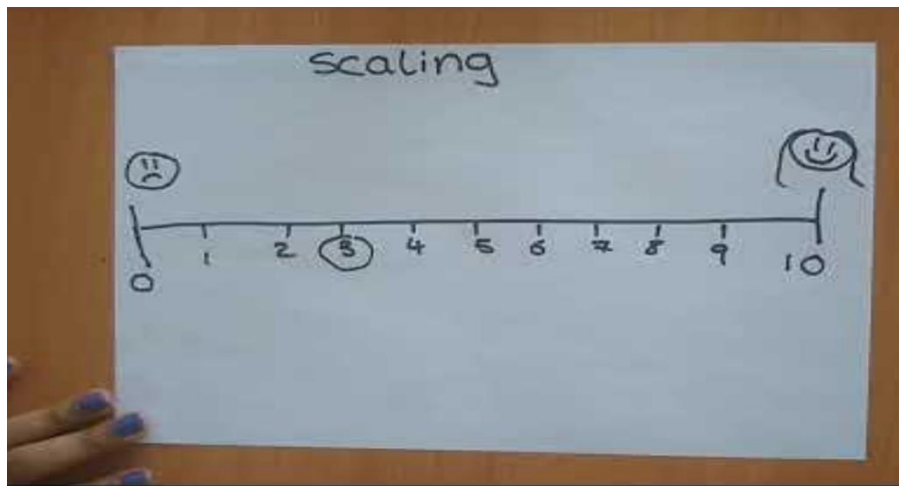
Yes	Sometimes	No
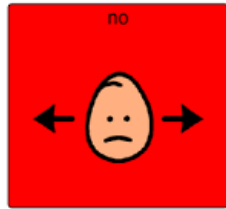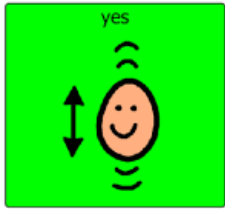
Excellent   **Good**   **Average**   **Poor**   **Bad**

scaling

1	2	3	4	5
I enjoy this	I feel comfortable about this	I feel a bit worried about this	I am very worried about this	I avoid this if I can

o Blob resources

Blob resources can be used to explore moods and emotions with children and young people, which can then be used to explore the way that different places, activities and people make them feel. See: https://www.blobtree.com/

o Good day / Bad Day

A simple resource whereby children or young people describe their best 'good day' and their worst 'bad day'. This can be any good day or a good day at school, any bad day or a bad day at school. By identifying people, places and activities which take place on a good day, preferences can be clearly identified. Preferences may be imaginative, such as a water park coming to school, but this in itself tells us that the child or young person may be seeking movement and excitement and may be finding remaining seated and following routines more challenging.

o RAG Rating

Using a weekly timetable, daily schedule or other identified resource, ask the child or young person to RAG rate by colouring in aspects in red, amber or green. This works well as an introduction to a further activities or discussion about thoughts and feelings about the school environment, subject preferences, teacher relationships, peer relationships and the child's own strengths and challenges they are experiencing.

o Mapping the Landscape (Primary & Secondary)

A resource with a range of activities to identify areas of strength and barriers to learning in the school environment. This resources focuses on the physical environment, social environment and learning environment.   Primary and Secondary examples are included in this toolkit: https://www.lancashire.gov.uk/media/930428/lancashire-ebsa-guidance-strategy-toolkit-2023-update.pdf

o ATTEND pupil choice cards

Using a Talking Mats approach, a range of cards which can be printed and then used to explore:

- ➢ Things that could help in school
- ➢ Thigs I want more information about
- ➢ Things that won't help

A copy of this resource can be found here in the Useful Documents section: https://em-edsupport.org.uk/attend

o **Helen Sanderson Person-Centered Thinking Tools**

See: https://www.helensandersonassociates.com/person-centered-thinking-tools/

What is important to me now

What I like to do...

At school

With friends

What is important to me now

What I am pleased with, proud about, or have achieved at school

Things I dislike about school

What makes me happy?

Important to me for the future

My hopes and dreams for the future are ...

What would help make those hopes and dreams happen?

Important to me for the future

I would be happy if …

I would not be happy if …

Other things I would love to do or have

C: Resources & approaches to gather views of learners able to communicate independently

o **Pupil Passport or Pen Portrait**

Created or completed by the child or young person, with key prompts to ensure that all relevant areas of pupil voice are explored. This could be presented in a range of formats such as a poster, presentation, video etc.

o **Scaling questionnaires**

Range of clear, detailed questionnaires where areas of pupil voice is explored through explicit questions and responses. Separate Primary and Secondary questionnaires are available.

o **EHCP Pupil Voice Template**

o **Open text surveys or key questions which allow children or young people to process and respond independently**

o **NDTI Outcomes tool**

See Appendix C

D: Other resources for gathering pupil voice

o Sentence completion tasks

A bespoke resource created for the individual child or young person which provides a sentence starter (verbal or written) which the child or young person completes. For example, 'My favourite lesson is…' 'The best thing about me is…'

o Solution focussed consultations

Individualised professional approaches to leading a solution focussed consultation. This may involve an experienced practitioner leading a PATH or person-centred planning meeting.

o NDTI- person centred planning tools

The National development Team for Inclusion (NDTI) has developed a wide range of resources linked to Preparation for Adulthood (PfA). These include resources such as:

- ➢ Important to/ Important for
- ➢ Communication Passport
- ➢ Coping Strategies
- ➢ What Matters Island
- ➢ Inclusion Web
- ➢ Vocational Profile

See here: https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-person-centred-planning-tools

Appendix A: Resources & approaches to gather views of non-speaking learners
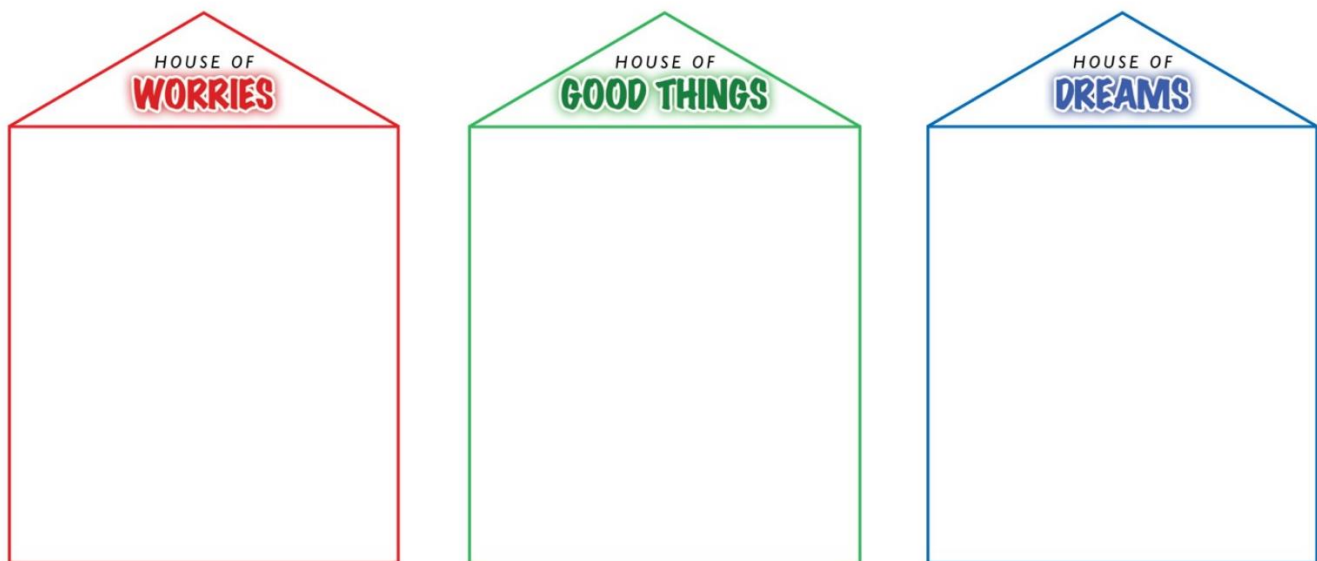
• Three houses

The Three Houses template is a valuable tool that can be used to engage children in meaningful conversations about their thoughts, feelings, and aspirations. This creative and interactive tool is designed to explore three important aspects of a child's life, represented by three different houses:

House of Worries: This is where children or families can list their concerns and worries. It provides a safe space to identify and discuss challenges they are facing.

House of Good Things: In this house, people can share the positive aspects of their lives. It encourages them to focus on their strengths, achievements, and things that make them happy.

House of Hopes and Dreams: Here, children or families can express their aspirations and goals for the future. It helps in setting targets and working towards a better outcome.
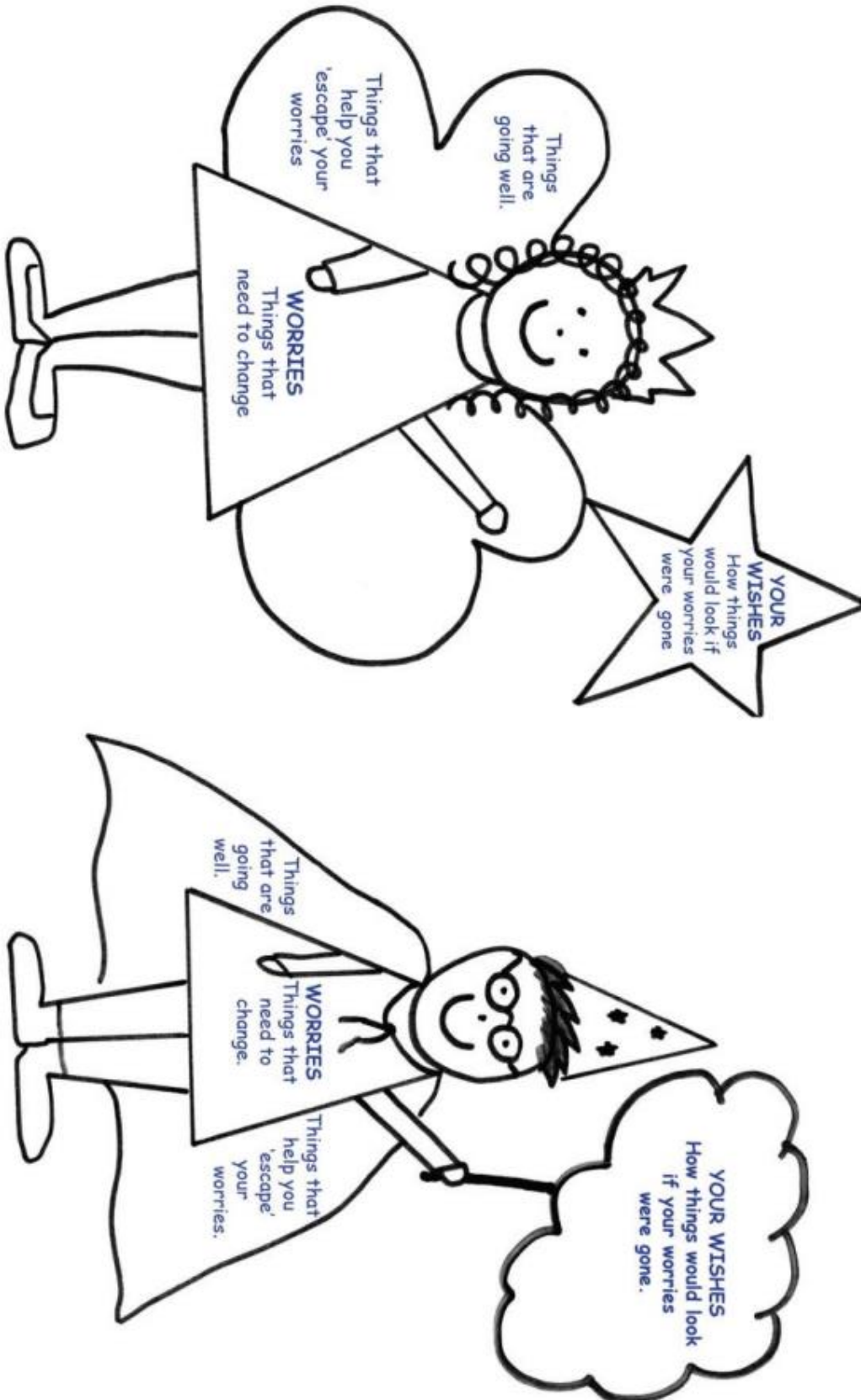
To use the Three Houses template, a familiar adult can sit with the child and facilitate the process by asking guiding questions or providing prompts. The child can either draw or write their responses in each house, making it a creative and personalised activity.

HOUSE OF
WORRIES

HOUSE OF
GOOD THINGS

HOUSE OF
DREAMS

• The Wizard and the Fairy

Similar to 'Three Houses' but potentially more engaging and meaningful for younger children. The worker can present the child with a pre-drawn outline or begin with a blank page and draw the wizard or fairy from scratch asking the child to help depending on what best suits the situation.

The Wizard and Fairy Tool:

Things that are going well.

Things that help you 'escape' your worries

WORRIES
Things that need to change

YOUR WISHES
How things would look if your worries were gone

Things that are going well.

WORRIES
Things that need to change.

Things that help you 'escape' your worries.

YOUR WISHES
How things would look if your worries were gone.

- ## **The Desert Islands**

https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/councilanddemocracy/voiceofthechild/0-5-send-voice-of-the-child-3-islands.pdf

Support children to draw 'Island of what you want or need', 'Island of what you sometimes want' and 'Island of what you do not want'.

On My Desert Island...
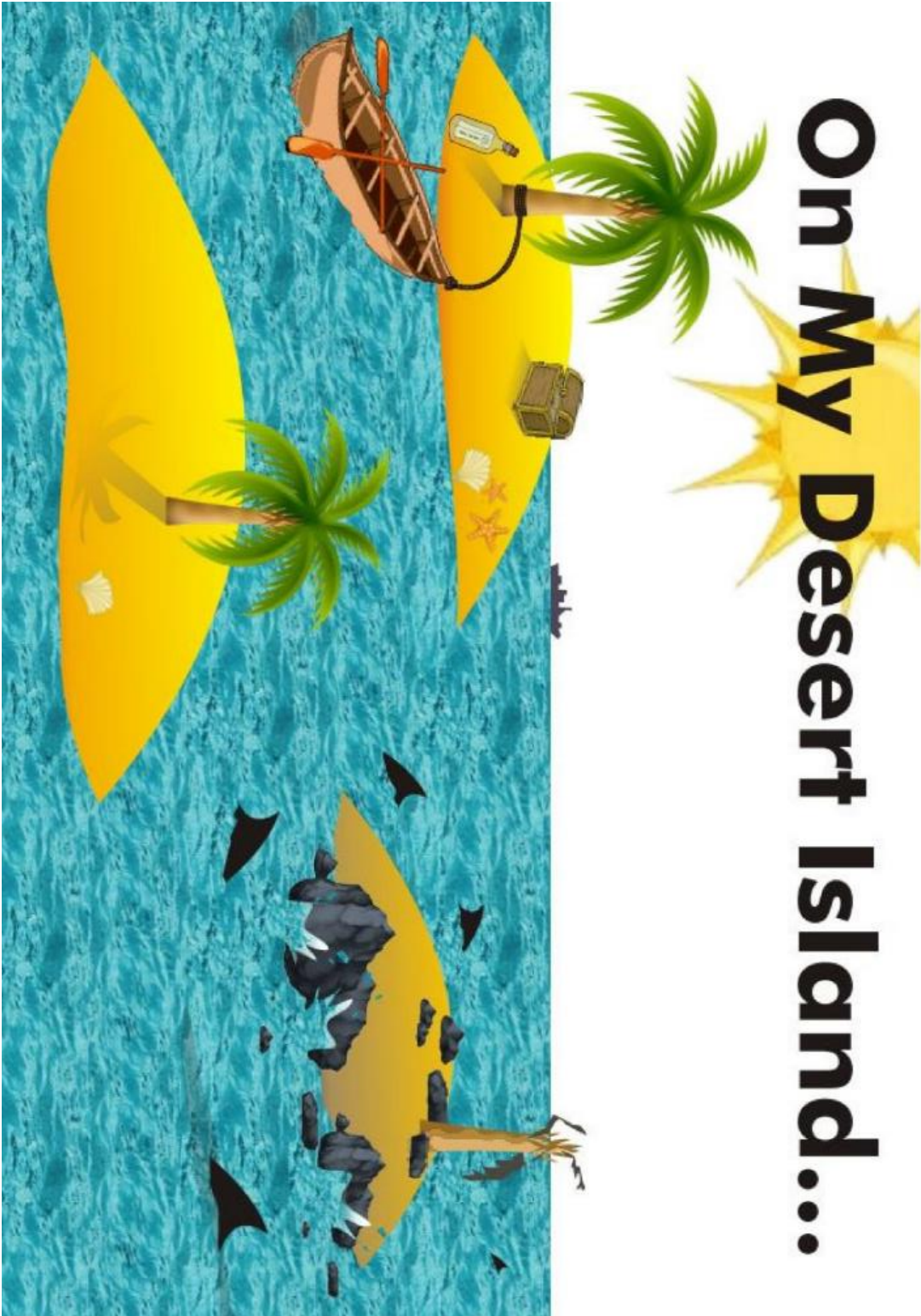
○ Ideal school

Guidelines

1. Equipment needed: a black pen and two sheets of plain A4 paper.
2. Allow about an hour to complete to activity, perhaps with a short break if necessary.
3. Explain to the pupil that you are going to be doing the writing today, acting as scribe, this is to take the pressure off the pupil and keep the process moving.
4. The pupil is asked to make quick drawings or sketches (rather than detailed drawings), reassure the pupil that it doesn't matter if an error is made.
5. It is important to record exactly what the pupil says using their own words.
6. If the pupil is overly anxious about drawing either model stick people drawings first or just record the pupil's verbal responses.
7. Allow time for the pupil to process the requests – repeat /simplify the questions if not understood.
8. Provide reassurance that there is no right or wrong answers or responses.
9. Provide encouragement and praise for the pupil's involvement with the activity.
10. Be sensitive about sharing the drawings with others, ask the child's permission and ensure that other adults understand that the child has trusted you in revealing such views which must be respected.
11. Talk to other colleagues about any follow up work which might be required

Instructions: Drawing the kind of school you would like to go to.

The School: Think about the kind of school you would like to go to. This is not a real school. Make a quick drawing of this school in the middle of the middle of this paper. Tell me three things about this school. What kind of school is this?

The Classroom: Think about the sort of classroom you would like to be in. Make a quick drawing of this classroom in this school. Draw some of the things in this classroom.

The Children: Think about some of the children at the school you would like to go to. Make a quick drawing of some of these children. What are the children doing? Tell me three things about these children.

The Adults: Think about some of the adults at the school you would like to go to. Make a quick drawing of some of these adults. What are the adults doing? Tell me three things about these adults.

Me: Think about the kind of school you would like to go to. Make a quick drawing of what you would be doing at this school. Tell me three things about the way you feel at this school.
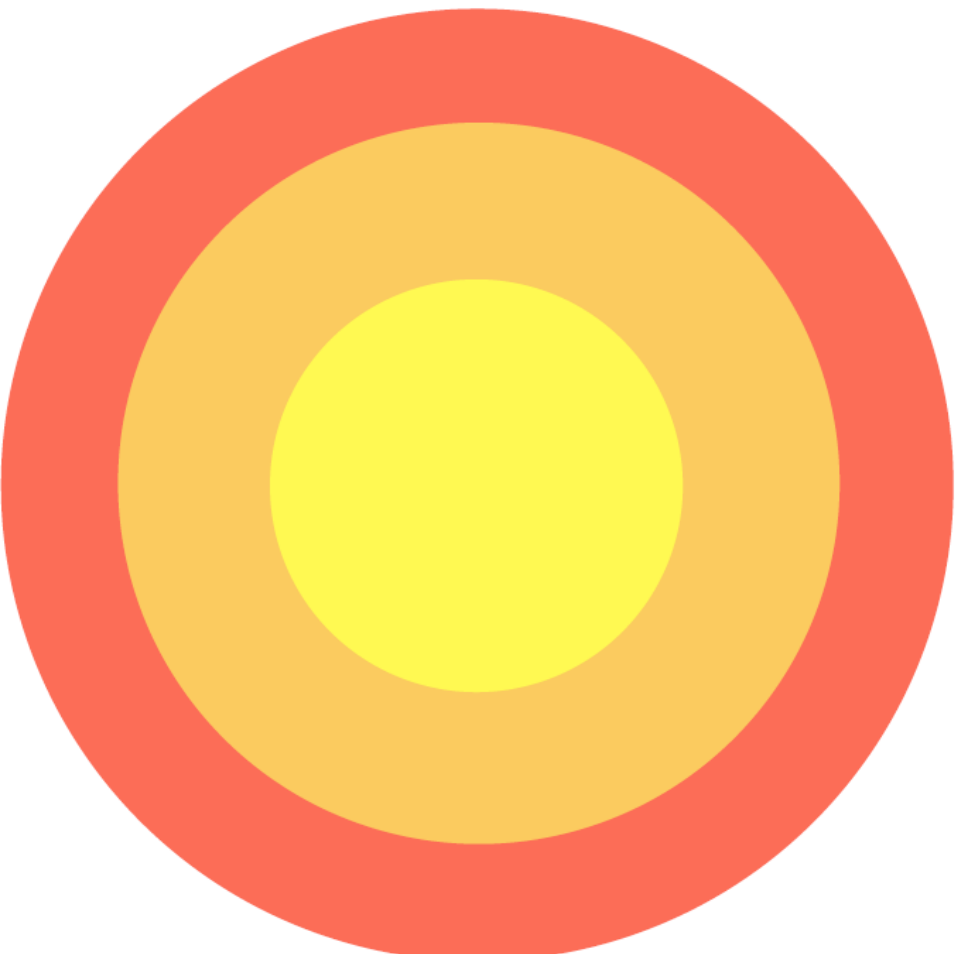
This activity can be repeated focusing on the type of kind of school the child/ young person would NOT like to go to.
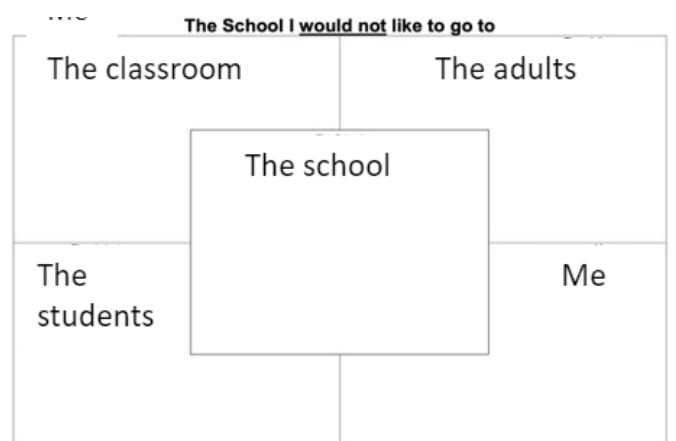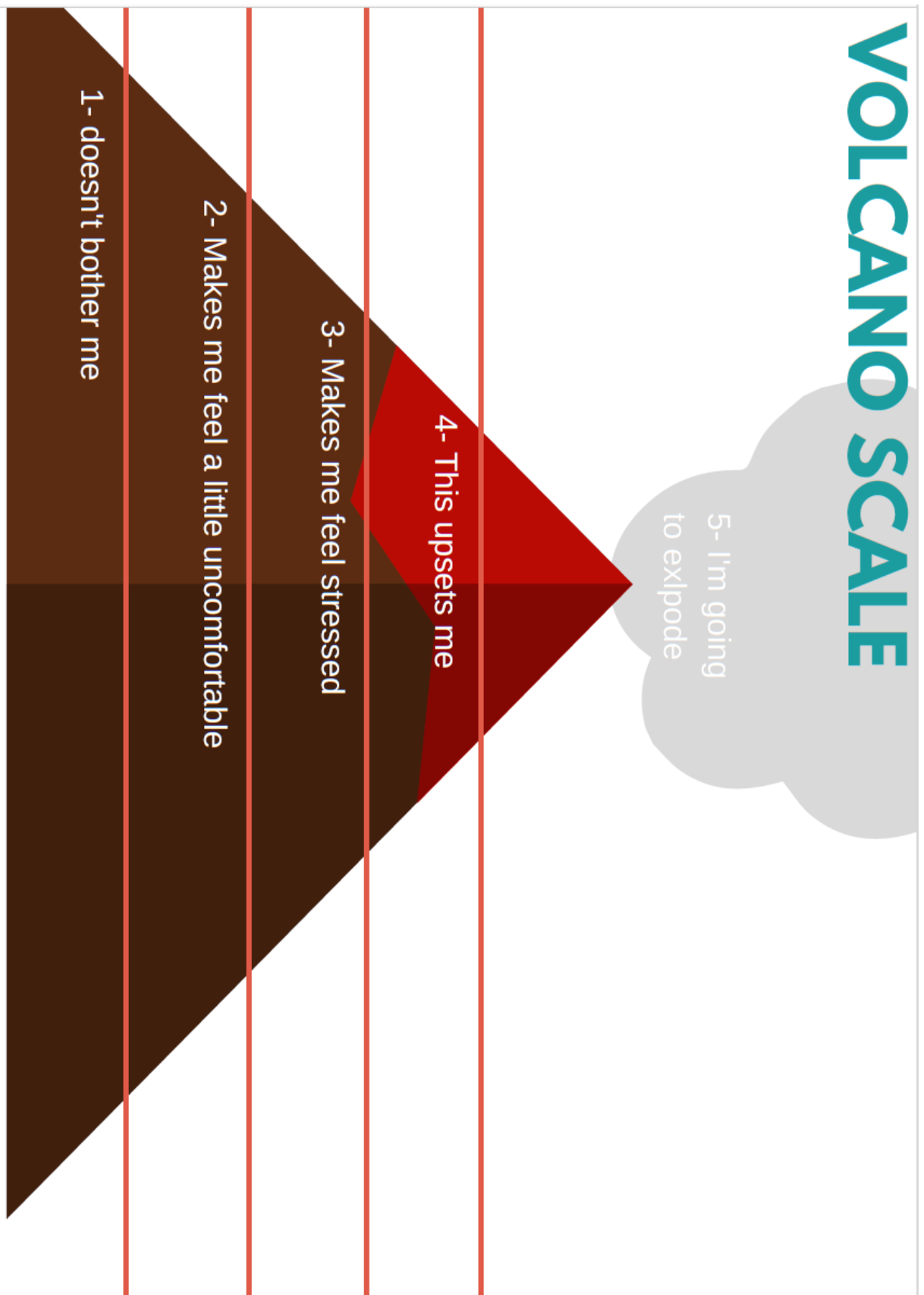
○ *Circle of Support*

○

CIRCLE OF SUPPORT:
People who are important to me

○ *Circle of Support*

○

o **Volcano Scale**

VOLCANO SCALE

1- doesn't bother me

2- Makes me feel a little uncomfortable

3- Makes me feel stressed

4- This upsets me

5- I'm going to exlpode

o My Feelings Colouring Chart

MY FEELINGS COLOURING CHART

How happy are you?

friends

hobbies

about you

family

school

home

Appendix B

Resources & approaches to gather views of learners requiring alternative approaches to communication
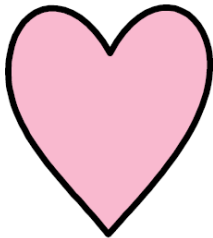
o **Talking Mats**
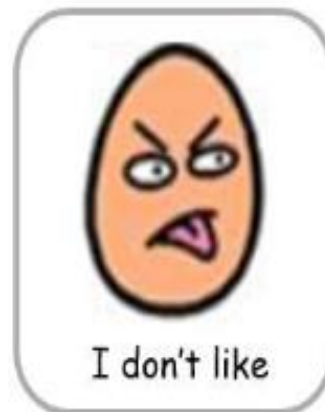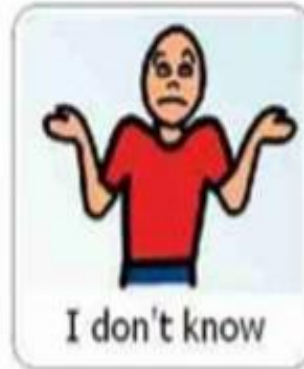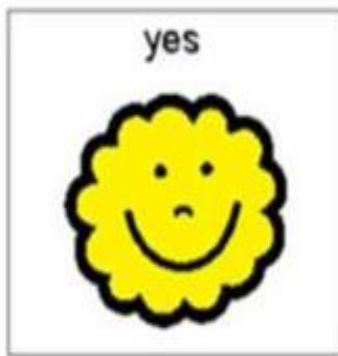
My brain makes this easy for me.

This is ok for my brain.

My brain makes this hard for me.

like

dislike
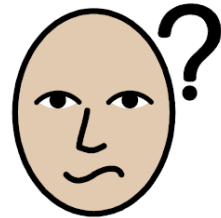
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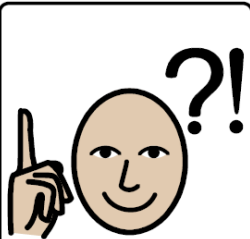
easy
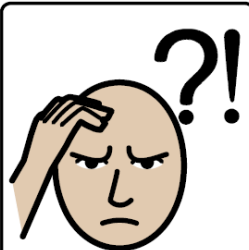
hard

Classroom Icons

Film Time	Design and Technology	Geography
Guided Reading	Golden Time	Group Work
News	PE	Handwriting
History	Home Time	Religious Education

Classroom Icons

Film Time	Design and Technology	Geography
Guided Reading	Golden Time	Group Work
News	PE	Handwriting
History	Home Time	Religious Education

Classroom Icons

Church	Circle Time	Singing
Reading	Computers	ICT
Ipad	Cooking	Art and Craft
D&T	Dance	DVD Time
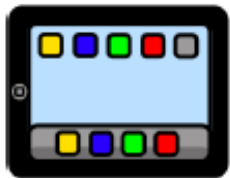
Classroom Icons

Games	Investigation	Languages
Maths	Numeracy	Number Work
English	Literacy	Lunch Time
Mathematics	Mental Maths	Outdoor Activity
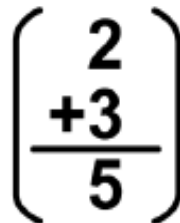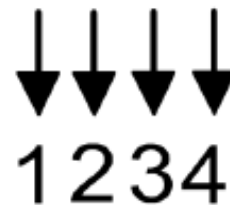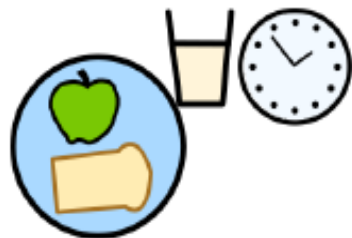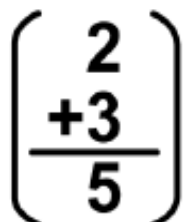
Classroom Icons

Music	Library	PSHE
Drama	Drama Practice	Role Play
Science	Show and Tell	Snack Time
Thinking Skills	Speaking and Listening	Special Activity

Classroom Icons
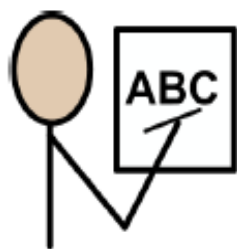
Spelling	Story	Swimming
Toilet	Tidy Up Time	Topic
Creative Curriculum	Writing	Trip
Visitor	Wake and Shake	Morning Work
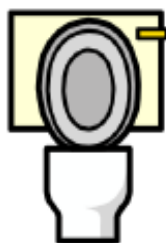
o **Blob Tree**

Blob resources can be used to explore moods and emotions with children and young people, which can then be used to explore the way that different places, activities and people make them feel. See: https://www.blobtree.com/

Resources:
BLOB resource (this could be the BLOB playground, BLOB tree, BLOB football, etc.)
Colouring pencils

Example of questions:
Which BLOB feels happy? Why do they feel happy? When do you feel happy?

Which BLOB feels sad? Why do they feel sad? When do you feel sad?

Which BLOB is doing something you like doing?

Which BLOB is doing something you don't like doing?

Which BLOB is doing something you find difficult?

Which BLOB feels how you feel at school?

Which BLOB is playing with their friends? How does playing with your friends make you feel?
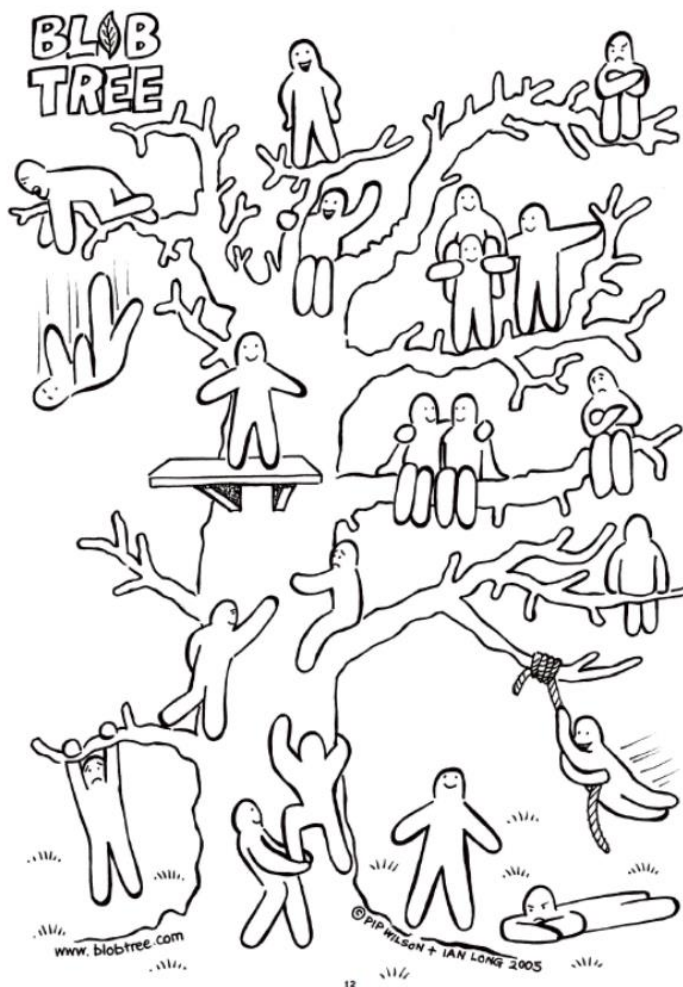
o **Good day / Bad day**

Good day?

Bad day?

What will it take to have more good days and less bad days?

Appendix C:

Resources & approaches to gather views of learners able to communicate independently

o **Pupil Passport or pen portrait**

How I describe myself:

Name

Likes, Interests and Strengths

Photo

Future Aspirations:

Employment:

Independence:

Health:

Community Inclusion::

Dislikes and challenges

.

Thoughts about school and education:

Other important things to me:

○ Scaling questionnaires (Primary)

The Learning Environment (Primary)

1	2	3	4	5
I enjoy this	I feel comfortable about this	I feel a bit anxious about this but can manage	I am very anxious about this and need help	I avoid this if I can

	1	2	3	4	5
Answering questions in class	1	2	3	4	5
Listening when the teacher explains what we are going to do.	1	2	3	4	5
Following instructions	1	2	3	4	5
Knowing what to do to start a task	1	2	3	4	5
Working on my own	1	2	3	4	5
Working with a learning partner	1	2	3	4	5
Working in a group	1	2	3	4	5
Asking a teacher for help when I have not understood something	1	2	3	4	5
Working in a quiet class	1	2	3	4	5
Working when other children are messing around	1	2	3	4	5
Reading aloud in class	1	2	3	4	5
Written work- handwriting	1	2	3	4	5
Recording what I have done in pictures, diagrams or graphs	1	2	3	4	5

Using the computer to record what I have done	1	2	3	4	5
When the teacher tells off other children	1	2	3	4	5
When the teacher is marking my work	1	2	3	4	5
When I go into a class and my usual teacher isn't there	1	2	3	4	5
Making sure I have all of the equipment and books for a task	1	2	3	4	5
When I have TA supporting me in class	1	2	3	4	5
When I have to stop what Im doing before I have finished	1	2	3	4	5
When the teacher uses pictures, diagrams, videos etc to help explain things	1	2	3	4	5
homework	1	2	3	4	5
Sharing equipment in practical lessons eg art, design and technology	1	2	3	4	5
When other children try to distract me	1	2	3	4	5
Class tests and assessments	1	2	3	4	5

Subject Preference (Primary)

1	2	3	4	5
I really enjoy this subject	I like this subject	This is ok	I don't like this subject	I avoid this subject if I can

Science	1	2	3	4	5
ICT	1	2	3	4	5
Reading	1	2	3	4	5
PE/ Games	1	2	3	4	5
Drama	1	2	3	4	5
Topic work	1	2	3	4	5
RE	1	2	3	4	5
Maths	1	2	3	4	5
Art	1	2	3	4	5
Making things	1	2	3	4	5
Geography	1	2	3	4	5
Writing	1	2	3	4	5
Spelling	1	2	3	4	5
Dance	1	2	3	4	5

The Social Environment (Primary)

1	2	3	4	5
I enjoy this	I feel comfortable about this	I feel a bit anxious about this but I can manage	I am very anxious about this and need help	I avoid this if I can

	1	2	3	4	5
Coming into school in the morning	1	2	3	4	5
Hanging up my coat or putting my bag in the cloakroom	1	2	3	4	5
Going into the classroom when all the children are moving around	1	2	3	4	5
Finding my task to do when I come in	1	2	3	4	5
Finding a place where I can sit	1	2	3	4	5
Carpet times	1	2	3	4	5
Lining up with my class	1	2	3	4	5
Choosing times	1	2	3	4	5
Going out to play	1	2	3	4	5
Sitting in the dining hall with other children	1	2	3	4	5
Changing for PE	1	2	3	4	5
Joining in with games, PE, dance	1	2	3	4	5

Scaling questionnaires (Secondary)

Secondary - The Working Environment

1	2	3	4	5
I enjoy this	I feel comfortable about this	I feel a bit anxious about this but can manage	I am very anxious about this and need help	I avoid this if I can

	1	2	3	4	5
Answering Questions in class	1	2	3	4	5
Listening when the teacher explains what we are going to do	1	2	3	4	5
Following instructions verbal	1	2	3	4	5
Following instructions written (e.g. on smart board)	1	2	3	4	5
Knowing what to do to start a task	1	2	3	4	5
Working on my own	1	2	3	4	5
Working with a learning familiar partner	1	2	3	4	5
Working with an unfamiliar partner	1	2	3	4	5
Working in a group	1	2	3	4	5
Asking a teacher for help when I have not understood something	1	2	3	4	5
Working in a quiet class	1	2	3	4	5
When others distract me	1	2	3	4	5
Working when other children are messing around	1	2	3	4	5
Reading aloud in class	1	2	3	4	5
Written Work- Handwriting	1	2	3	4	5
Recording what I have done in pictures, diagrams, or graphs	1	2	3	4	5
Using the computer to record what I have done	1	2	3	4	5
When the teacher tells off other children	1	2	3	4	5
When the teacher is marking my work	1	2	3	4	5

When I go into class and my usual teacher isn't there	1	2	3	4	5
Making sure I have all of the equipment and books for a task	1	2	3	4	5
When I have TA Supporting me in class	1	2	3	4	5
When I have to stop what I am doing before I have finished	1	2	3	4	5
When the teacher uses pictures, diagrams, videos etc to help explain things	1	2	3	4	5
Homework	1	2	3	4	5
Sharing Equipment in practical lessons e.g. art, design, and technology	1	2	3	4	5
When other children try to distract me	1	2	3	4	5
Class test and Assessments	1	2	3	4	5
Exams	1	2	3	4	5

For the situation that you find most difficult; think about what would make them easier for you, what could make a difference

Situation	Idea

Secondary - Subject Areas

1	2	3	4	5
I really enjoy this subject	I like this subject	I tolerate this subject	I don't like this subject	I avoid this if I can

Science	1	2	3	4	5
ICT	1	2	3	4	5
Reading	1	2	3	4	5
PE/Games	1	2	3	4	5
Drama	1	2	3	4	5
French	1	2	3	4	5
RE	1	2	3	4	5
Maths	1	2	3	4	5
Art	1	2	3	4	5
German	1	2	3	4	5
Geography	1	2	3	4	5
Writing	1	2	3	4	5
English	1	2	3	4	5
Dance	1	2	3	4	5
Music	1	2	3	4	5
D.T	1	2	3	4	5
Spellings	1	2	3	4	5
History	1	2	3	4	5

Secondary - The Social Environment

1	2	3	4	5
I enjoy this	I feel comfortable about this	I feel uncomfortable about this bit its manageable	I am very anxious about this and may need help	I avoid this if I can

	1	2	3	4	5
Greeting other students in the tutor group in the morning	1	2	3	4	5
Walking down the corridors at class changeover time	1	2	3	4	5
Lining up to go into class before a lesson	1	2	3	4	5
In class if there is no teacher in the room	1	2	3	4	5
Waiting to go into the canteen for lunch	1	2	3	4	5
Buying food in the canteen	1	2	3	4	5
Sitting in the canteen and eating in front of others	1	2	3	4	5
Break times when I have to go out with other students	1	2	3	4	5
Changing for PE/Games	1	2	3	4	5
Taking part in PE/Games	1	2	3	4	5
Talking to subject teachers	1	2	3	4	5
Talking to support staff/TA's	1	2	3	4	5
Getting to school and home from school – Bus, Walk or Car	1	2	3	4	5
Talking to other students in my tutor group	1	2	3	4	5
Talking to my classmates	1	2	3	4	5

What could make a difference

Situation	Idea

EHCP Pupil Template

EHCP Pupil Voice

Leicestershire County Council

Name of Pupil:	Completed by:	Date:

How do you prefer to communicate?	Talking to an adult	Writing or typing	Drawing	Typing

Comments

What's working well in school?

Think about:
- Adults who help you in school
- Learning/lessons
- Friends
- Break times

Comments

What are you good at?

Think about:
- Interests
- Lessons
- Activities
- Social skills - kind, sharing, funny etc

Comments

Positivity Trust and respect Flexibility Openness and transparency

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Leicestershire County Council

What do you find hard at school?

Think about:
- Adults who help you in school
- Learning/lessons
- Friends
- Break times

Comments

What do you dislike?

Think about:
- Lessons
- Activities
- Social skills/ friendships

Comments

What would you like to achieve this year?

Think about:
- Interests
- Lessons
- Activities
- Social skills/ friendships

Comments

What are your hopes and dreams for the future?

Think about:
- Interests/ aspirations for employment
- Independence (life skills etc)
- Community participation (friendships clubs, activities etc)
- Health –staying health, self-care and personal safety

Comments

Positivity Trust and respect Flexibility Openness and transparency

- o **Open text surveys or key questions which allow children or young people to process and respond independently**

autism education trust

Priorities questionnaire

This questionnaire is to help you, and those who support you, decide which are important areas for you to be working on at the moment. These are things that are not related to specific lessons but which are helpful for life in and outside school. It will help with planning how to support you.

Name | **Date**

Things I like (including interests / hobbies):

My strengths and skills (things I'm good at):

Things I find difficult:

My hopes for the future:

o **NDTI Outcomes Tool**

EMPLOYMENT

INDEPENDENT LIVING

My outcomes

FRIENDS, RELATIONSHIPS AND COMMUNITY

GOOD HEALTH (AND WELLBEING)