

## **Pupil Voice Pupil Survey- Inclusion – March 2018**

The SENCo conducted interviews with all of the SEN pupils in Y1 – Y6. Pupils worked in groups with pupils without SEN and completed surveys and engaged in some more open ended discussions and activities. Questionnaires were differentiated and pupils were provided with any additional support they needed (extra time, scribing, help with reading).

### **Favourite Lessons:**

There were a range of lessons described by pupils and although PE and art were popular choices maths was also a popular choice especially for pupils with SEN. This maybe because some of them are more aware of the difficulties they have in literacy and enjoy maths because they find it easier.

### **Least Favourite:**

Pupils with SEN and NSEN tended to name lessons that they were the least confident with or perceived that they couldn't do it e.g.

'I am bad at literacy because my sentences don't make sense'

'maths, I'm not good with number',

'spellings. I'm not good at them'.

There was no significant difference in the choice of least favourite lessons between the two groups although SEN pupils tended to be more focused on the areas of literacy and maths they find difficult

### **To consider in individual cohorts:**

**In the areas of the curriculum that individual pupils find difficult discuss with them the types of support and activities that will help them learn but they also find enjoyable. Can more cross-curricular links be made to their 'favourite subject'**

### **What are you good at?**

Pupils named a wide range of subjects they were good at and there was no difference between the SEN/NSEN pupil. All pupils has the positive self-esteem and confidence to talk about what they were good at.

### **To consider in individual cohorts:**

**SEN pupils across all cohorts identified a range of arts, sport and creative subjects where they feel they have strengths. There is an opportunity to match these strengths and areas of confidence to learning in area where they have difficulties.**

### **What do you find hard to do?**

Pupils in both groups gave very specific answers to this question good evidence that they are aware of their targets and get specific feedback from teachers.

### To consider in individual cohorts:

Again in both groups pupils talked about how they found things hard if they lacked confidence, found it tricky, didn't get it or get confused. This links to resilience and challenge and is an ongoing priority across school.

### Getting help and who helps:

All pupils acknowledged the help and support that they received from the adults in school. Both SEN/NSEN groups talked about the help they receive from the designated class teacher and most pupils name checked teaching assistants and other support staff in school. Some pupils also recognised the help that they got from their friends and the other children in their class or on their table.

### Getting extra help

There was no difference between the groups in the type of additional help that pupils requested. Help needed usually related to an area of individual difficulty (fractions and handwriting) or an area that they wanted to improve (animation, drawing, visualising). Some pupils from both groups stated that they didn't need any more help (thank you).

### To Consider in Individual Cohorts:

**Pupils in both groups mentioned homework and times tables as areas where they would like more help**

### Something that used to be hard that is now easier- what happened?

It is evident in both the SEN/NSEN groups that pupils value the support that they are given and they recognise the impact that this support had had on their learning:

*'I used to find it hard to control my anger but I had sessions with Miss Fisher and now find it easier'*

*'I find reading comprehension easier after booster'*

*'I wrote faster, it was my target and I practiced.'*

*'maths because I had help in booster'*

*'Big write my teacher helped me'*

Pupils also recognise their own role in getting better at something and pupils in both groups talk about practising at home and trying again.

### Lessons that you feel most confident in and how the teacher makes you feel confident

Pupils' confidence in both groups comes from knowing that they are good at something. The answers were similar for SEN/NSEN and articulated in the same way:

*'English- now I can do it'*

*'Maths as it is one of my strong subjects'*

*'Maths as I know most of the skills'*

*'History I am good at it'*

Pupils recognise the encouragement given to them by teachers and understand how this builds their confidence. Again there was no difference in the answers from SEN/NSEN

*'My teacher makes me want to prove I can do it'*

*'She encourages me like my mum does at home'*

*'She gives me courage'*

*'My teacher speaks to me about how I can improve.'*

*'My teacher encourages me, give me help and says I can do it'.*

### **Lessons where pupils feel less confident**

Not surprisingly pupils feel less confident in lessons when they feel that they can't do it or the work is hard.

### **To consider in individual cohorts**

Confidence and self-belief is the key for all pupils so the teachers' role in making individuals feel like they can do it is paramount. Identifying areas where individual pupils perceive they are struggling will give a focus for developing their confidence and self-esteem. Consider cross-curricular work team based opportunities on an area they enjoy/feel more confidence.

### **Strategies that pupils use when work is difficult.**

There was evidence in both groups that pupils are taught strategies to help when the work becomes difficult and they can articulate what it is they do when they are stuck:

*'read it check it',*

*Break it up'.*

*'Use a word to help remember'*

*'Practise'*

*'Work it out, have another go',*

*'Use spelling strategies from Miss Woodcock'*

### **Favourite Places in School**

The majority of pupils named the playground including the back pitches, the sports hall as their favourite places. A couple of children preferred 'quiet' spaces such as the library or outside the office.

### **Least Favourite Place**

Although some pupils said that they didn't have a least favourite place some said the dinner hall as it can be noisy. Boys' toilets and the nurse's room were named because of mess/smell. A few children in both the SEN and NSEN group mentioned class for reasons varying from – too noisy, don't like the work to 'boring'. These comments may be linked to the confidence levels that individual pupils have with regard to aspects of their learning so can be followed up on an individual basis.

### **To Consider in Individual Cohorts:**

Open up the discussion around the classroom environment in a non-judgemental way e.g. PSHE- or wishes and worries transition activities. Explore high interest/low interest activities for individual pupils and consider how this might inform planning and provision for all learners and the more vulnerable

### **Friendships and help from peers**

With the exception on one high needs pupils who gets additional mentoring support with regard to social and peer interaction all of the pupils could name friends and give examples of how their friends help and support them.

### **Are there any pupils that are unfriendly towards you?**

The majority of pupils surveyed said that there are no unfriendly children or everyone is kind. A minority of pupils mentioned pupils the were sometimes unkind and this was usually in relation to class group friendships and dynamics. A pupils in Y6 was mentioned by children in a rwange of classes and this child is already receiving intensive mentoring/multi-agency support. There was no evidence that the SEN pupils were more likely to feel that pupils were unkind to them as the spread of answers and pupils names was similar across both groups.

### **To Consider in Individual Cohorts:**

Considering the individual friendship groups and the impact of individual behaviour and choices forms part of PSHE so class teachers can use the information from the surveys to plan work they feel might be appropriate. This already goes on as pupils behaviour and class dynamics is reviewed every half term.

### **Who do children go to if they need someone to talk to**

All pupils could name individuals that could support them if they needed someone to talk. Pupils in both groups identified the same people and this included class teachers, Miss Fisher, teaching assistants, members of SLT, family and friends.

### **What sort of things do you enjoy doing at home?**

Although the majority of pupils in both groups name checked various media device, tablets and gaming consoles there was a healthy mix of other activities pupils enjoy taking part in out of school. This includes: reading, drawing, animation, art, dancing, playing outside, playing with pets, sports

### **What does a 'Good Day' and a 'Bad Day' look like?**

This was an open ended activity where pupils were asked to consider what a good day or a bad day 'looks like' for them. Their response in the first instance was to focus on their own personal preferences but time was given at the end of the activity to discuss themes/differences together.

Class teachers will be able to look at the individual responses in detail but for all of the children the factors that influence if they are having a good day or a bad day are similar to factors that have an impact on most people including ourselves as adults.

Generally **good days** are those where pupils have more freedom to play or do things they like and enjoy. This could include trips with their family or going out to a restaurant. Going outside and a range of sporting activities features strongly as does having access to media such as TV and Netflix. Pupils also enjoy the freedom to stay up late and eat their favourite food. In school a good day involves the lessons they like best, doing well in their work and receiving praise. The weather on a good day was sunny or snowing.

**Bad days** were often the opposite of a good day so the weather was bad and they couldn't go outside. They were rushed, late for school and had no time for breakfast or arrived in school when lessons had already started.