Approaches Document: Capturing the views of children and young people

Capturing the views of children and young people, both formally and informally, should be embedded throughout the school and integrated into its culture.

Gathering these views is just the beginning – acting on them is essential to empower children and young people as agents of change within their setting.

It is everybody's responsibility to listen to children and young people so that what is working can be celebrated and what could be better is made better.

This document shares ideas on how schools can strategically embed the 'Approaches Document' so that children and young people are listened to and heard and their views make a real difference for them and their setting.

Embedding the 'Approaches Document' strategically to have impact

To embed the 'Approaches Document' strategically and ensure it has a meaningful impact, you could:

1. **Senior Leadership/Governors:**
   - Use the Approaches document: Capturing the views of children and young into the whole school development plan to ensure pupil views are captured
   - Ensure that actions from gathering pupil views is included in SEND development plan and wider school action plans where appropriate
   - Design procedures for how pupil voice will be incorporated into school systems and design by a developing a whole school plan as to how pupil voice will be captured across the school community and throughout the school year. (Co-production – see below)
   - Plan for key areas and times that pupil views should be obtained, not just statutory, e.g. 6th form leavers in order to inform what happens for the next cohort, Y7s just after they have transitioned.
   - Develop a culture of "You said, We did" in response to pupil views so that they feed in cycles of whole school and SEND improvement.
   - Ensure senior leadership are champions of this approach and regularly reviews its progress.

- o School Council/School Cabinet to be integral in holding the 'Approaches Document'.
- o Key priorities for SEND actioned co-productively with parent voice in next steps for SEND development.

2. **Policy and Practice:**
   - o Ensure that capturing pupil views is included in all school policies through referencing the 'Approaches Document', e.g. SEND, safeguarding, curriculum, behaviour policies
   - o Make all staff aware of the changes to existing policies and monitor implementation and impact
   - o Ensure this work is co-produced – following 'Working Together' guidance.
   - o Use [EEF guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to implement change in this area. – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation

3. **Staff Training and Development:**
   - o Train all staff on the guidance to create consistency across the setting.
   - o Offer regular training on using tools like One Page Profiles, PATH, and communication charts.
   - o Provide ongoing coaching for staff and address challenges.

4. **Ordinarily Available:**
   - o Make gathering children and young people's views a standard part of daily teaching, lesson planning, and cycles of Assess, Plan, Do, Review.
   - o Capturing pupil voice should be integral to all teaching and learning, curriculum and subject planning.
   - o Make Person Centred Planning approaches (including PCRs) as standard for termly reviews, EHCP reviews, and other formal processes.

- o SEND Representation in all pupil voice activities, school councils, pupil parliaments, focus groups.

5. **Monitoring and Evaluation:**
   - o Raising accountability of all staff to capture and act upon pupil voice at all levels. Class subject teacher, phase leaders/subject leaders, senior leadership
   - o Agree SMART KPIs to measure the impact, such as improvements in engagement, attendance, and behaviour.
   - o Use tools like 'Likert Scales', 'MS Forms', and other structured surveys to gather feedback from pupils about the effectiveness of 'Approaches Document'.
   - o Best practice/case examples which 'evidence the impact' shared through network meetings etc.

6. **Parental Engagement / Co-Production / Working Together:**
   - o Share the tools and approaches with parents to align home and school strategies.
   - o Host workshops to work together with parents to identify best times and ways of capturing views.

7. **Adaptation for Diverse Needs:**
   - o Reasonable adjustments to approaches for non-verbal pupils, EAL learners, and those with specific disabilities using visual aids, interpreters, or communication tech.

8. **Celebrate Success:**
   - o Share positive outcomes within the school and with the wider community to reinforce commitment.
   - o Recognise and reward staff and pupils for their contributions to embedding these practices. Case Studies.

Impact Measures

Schools

- **Practice:** Staff regularly use tools to gather children and young people views.
- **Outcomes:** Improved attendance, behaviour, and engagement.
- **Strategic Impact:** Children and young people views shape policies and curriculum.

Services

- **Delivery:** Support is better targeted and more effective.
- **Efficiency:** Quicker, clearer processes for reviews and assessments.
- **Working Together (Co-Production):** Stronger partnerships between schools and services.

Children

- **Confidence:** More self-advocacy and feeling heard.
- **Success:** Improved progress and achievement.
- **Involvement:** Active participation in decisions about their education.

Parents

- **Trust:** Greater confidence in schools and services.
- **Engagement:** Increased attendance at meetings and events.
- **Satisfaction:** Positive feedback on how their child's views are included.