

Effective Partnership With Pupils

The Code of Practice emphasises the importance of involving children and young people in decision making about their educational needs.

Policies and procedures need to be developed to encourage the participation of pupils. This will rely on encouraging a culture that listens to pupils' views and offers opportunities for involvement in decision-making eg:

- **all policies are regularly evaluated for impact in relation to the participation of all pupils**
- **through involving pupils in IEP reviews, annual reviews etc**
- **through circle time, school council and class representatives**

The DfES expects such participation to be meaningful and ongoing for all pupils.

It is essential that all those involved with pupils – parents, SENCOs, teachers, governors, SEN decision-makers and the Parent Partnership Service – commit themselves to the challenge of pupil participation.

The plans to develop a 'listening culture' can include a range of initiatives eg:

- **pupils help each other to set educational goals and contribute ideas about ways of achieving these goals**
- **pupils are encouraged to act as advocates for their peers**
- **pupils are empowered to respond to bullying and taught to mediate in non teaching spaces such as the playground**

The involvement of children and young people should permeate all school activities, both formal and informal, in and out of school hours and within local communities eg:

- **there is a wide variety of activities which include some suggested by pupils**
- **There is ongoing consultation with all pupils to ensure that, over time, there are clubs and activities that appeal to everyone.**

Consultation with pupils can be developed to encourage and maintain participation. This may be more formal in the secondary sector but those in the primary sector and those with greater learning difficulties can also be involved and consulted.

All children, including those with special educational needs, can learn to make choices on simple matters at school and at home, and to express their views to adults who are prepared to listen and respond. In these ways, children and young people will gain greater confidence in their own opinions and can become more independent.

Efforts must be made to establish and provide for any special requirements and arrangements that may be necessary to enable pupils to express their views.

Opinions and contributions from pupils should be encouraged when IEPs are planned or amended, with targets set and recorded, whenever possible, with full pupil involvement. Consultation with children and young people is essential for statutory assessments, annual reviews and, if appropriate, at Tribunal hearings.

From Year 9, the involvement of pupils in Annual Reviews is of the utmost importance. Transition planning for young people will involve expressing aspirations and ambitions, and participation in the development of plans that will cover future education, training or employment opportunities, and the transition into adult life.

Note

These extracts in bold above have been taken from the revised 'Standards for Inclusion'