

Windmill Hill Academy

Pupil Voice Policy

Listening to pupils who have SEND

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status:	
Recommended	
Statutory	No
Version	V1.0
Adopted (v2.0)	Autumn 2026
Review (v3.0)	Autumn 2029
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Equality and Diversity Policy SEND Local Offer SEN Information Report SEND Code of Practice 0-25 years – 2014 SEND Policy Inclusion Policy Access to Education for Pupils with Medical Needs Policy

Pupil Voice Policy

1. Introduction

The purpose of this 'Pupil Voice' Policy is to assist everyone working at Windmill Hill Academy to become more conscious of the need and sensitive to practical ways in which the views of pupils with SEND can be more effectively sought and included and to increase the influence of pupils in the provision of their own education by ensuring that their views are included when schools make key decisions.

2. Rationale

The following legal obligations require that pupil views are gathered:

- Increasing opportunities for pupil views to be both heard and listened to in the context of Special Educational Needs (SEN) has been brought to the foreground by current legislation (Children and Families Act, 2014) and statutory guidance (DfE, 2014).
- The SEN Code of Practice (DfE & DoH, 2014) states that “Local authorities must ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support” (1.9). This includes consulting children and young people throughout the assessment process for an Education, Health and Care Plan (9.21).
- The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation.
- Eliciting pupil voice is a central part of the Person-Centred Planning process and is vital for informing the ‘One Page Profile’ section of an Education, Health and Care Plan, whether it be statutory or non-statutory.
- The United Nations Convention on the Rights of the Child (UNCRC, 1990) outlines key rights for children and young people, including their right to information and advice and the right to express an opinion on all matters affecting them.

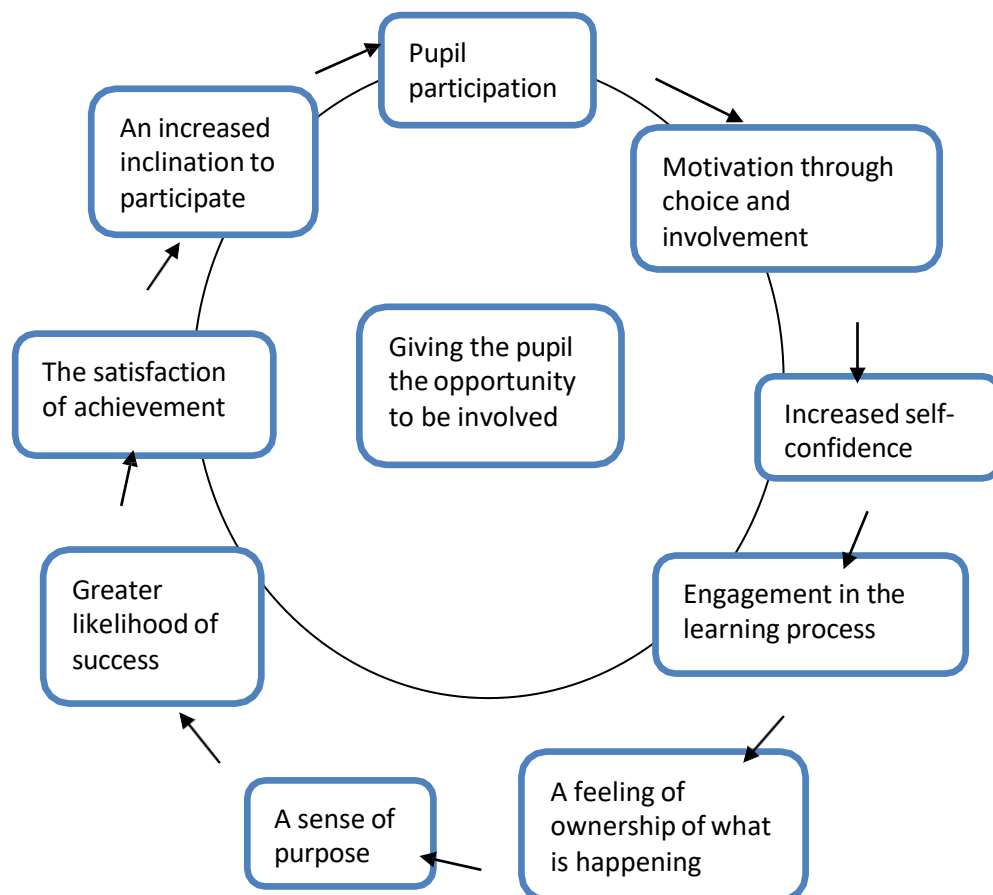
The fundamental principle of Pupil Voice at Windmill Hill Academy is that all pupils of school age, regardless of age or ability will learn more effectively if their views, expressed by whatever means appropriate, are taken into consideration in planning and delivering their learning programme.

Every pupil needs to be happy and comfortable with their learning environment and curriculum in order to enjoy success.

The young person's perception of their life in school, their learning environment and their interactions with others will be unique to them and may well be very different to those of the adult observer. As adults, we must guard against making assumptions about what pupils think. We must give them the principal voice in describing their learning world as they see it and let that voice inform provision.

3. Giving each pupil the opportunity to be involved

At Windmill Hill Academy we believe that:



This cycle is self-perpetuating and is underpinned by the opportunity for pupils to grow in self knowledge which, in itself, will make their participation in their own education more productive.

Motivation is essential for all learners, including those with SEND and profound learning difficulties. The sharing of learning objectives is now a widely recognised feature of high-quality teaching. At Windmill Hill Academy, photographs, symbols, photographs and video

are used to support pupils to understand the objectives of lesson and individual education plans.

At Windmill Hill Academy we acknowledge that involving all pupils with special needs meaningfully in the processes around their own education is not easy. The more significant their individual need, the more difficult this essential task becomes for teachers. The more their provision is shaped by their particular needs, the greater the sensitivity needed in discussing their needs with them. This document offers guidance on promoting pupil participation in several areas:

Individual education planning, including:

- identifying and describing the pupil's individual needs and potential barriers to learning
- recognising strengths and capabilities which can be built on
- setting appropriate targets and objectives for learning
- planning suitable activities and tasks for the pupil
- deciding on the most helpful additional support for the pupil and, where appropriate, who best to provide it

Annual Review meetings, including:

- assessing, recognising and celebrating achievement
- enabling pupil involvement
- planning for the future, whether this is in the context of learning in school or concerned with the transition to other schools or to a secondary school

Inclusive teaching, including:

- maximising the pupil's enjoyment of learning and their comfortableness in the learning environment

Contributing to decision making, including:

- Contributing to planning, opportunities, resources.

At Windmill Hill Academy, we recognise that children with special needs may not be used to exercising choice over things such as clothes and food. We cannot expect pupils to make major decisions in the future if we have not built up a culture of active participation. We may need to start with giving pupils an opportunity to rehearse lesser choices first.

It is the responsibility of each adult to contribute each day to a culture and practice that enables:

- a learning dialogue between adult and pupil,
- an approach to SMSC (Spiritual, Moral, Social & Moral) through such activities as discussion or Circle Time
- pupils see their involvement in whole school decision making as a normal part of school life and as part of their learning.

4. Areas of Participation

Provision Map Planning

For the individual education planning process to be worthwhile and for it to fully enable the participation of pupils, it needs to be far more than the production of the Provision Map document.

- At Windmill Hill Academy, class staff value diversity and openly recognises different learning styles.
- Each Provision Map should consider 'what's in it for the pupil' and how the target will improve his or her learning and experience of school.
- Teachers involved need to work with each pupil to recognise his or her strengths and successes, drawing upon a wider variety of means of praising and celebrating pupils' achievements.
- Wherever possible, targets should involve or imply clearly understood strategies for the pupil, so that they know what to do to achieve the target.
- Provision Maps are processes which pupils may initially only contribute to particular aspects of the process.
- At Windmill Hill Academy pupils contribute to their Provision Maps in a number of ways and discuss their progress individually with an adult on a regular basis. They give their view on the progress they think they have made with their targets and what they think their future targets should be. These views are then written as 'Next Steps'.
- The school strongly believes that some pupils will be able and should be supported to contribute to planning and evaluating their learning targets and know what they want to achieve are more likely to succeed.
- Pupils may be supported to record for themselves examples which illustrate that an IEP target has been met.

Annual Reviews

Windmill Hill Academy enables pupils to participate in their reviews in a variety of ways:

- Questionnaires,
- Consultation about what photos, video clips may be included in the PowerPoint presentations,
- Presentations of their learning and achievements.

Inclusive teaching

Educational inclusion is about ensuring that the learning provision made for all identifiable groups of pupils is effective in raising standards for those pupils and enabling them to achieve and make progress. There are many aspects which should promote strategies for inclusion, including effective use of pupil performance data and the selection of an appropriate curriculum. However, in terms of 'participation in learning' and the voices of pupils being heard and included in lessons, the single most important aspect of provision is the quality of teaching.

At Windmill Hill Academy teachers must ensure that lessons and learning activities are relevant and accessible to all pupils, drawing upon their experience of their world

- Ensuring that pupils understand and can articulate how their work relates to prior learning and to things which they might go on to learn – that they are aware of the ‘big picture’ rather than classroom tasks in isolation
- Ensuring that pupils are aware of how aspects of their current work relates to their targets and strategies
- Use interactive methods which ensure participation from all pupils
- Assess their understanding and to give them opportunities to give appropriate answers and thereby strengthen their self-esteem.
- Enabling effective peer support and paired work in order to provide opportunities for pupils to discuss their learning at their own level
- Find ways of ensuring that all pupils can contribute to a plenary discussion, perhaps by rehearsing their contribution with a teaching assistant
- Allowing pupils, as appropriate, to be able to opt for time out from the classroom when they are beginning to find self-control difficult.

5. Contributing to the decision-making process

- At Windmill Hill Academy, pupils are given the opportunity to influence their school and aspects of provision.
- A flexible approach has been adopted in order to reflect the changing needs, abilities and interests of pupils. This has included the provision of a school council.
- A variety of ways are used to gain the views of pupils including questionnaires, structured and informal meetings with senior staff, small group discussions.
- Pupils are encouraged to raise concerns and make suggestions.
- Pupils contribute to a range of decisions including the choice of activities e.g. Golden Time (Friday afternoon).
- Pupils are enabled to reflect upon the school identifying what they like dislike as well as aspects they may wish to change.

6. Publication and availability of the policy

The Pupil Voice Policy will be made available on the website

Plan approved on: **Summer 2026**

Next review will be: **Summer 2029**

Signed.....Head of School

Signed.....Chair LGAB

Signed..... Executive Head Teacher

Date.....