

Belonging and Accessibility Review Activity by Children and Young People

School: Carrwood Primary School
Date: 4/10/19
No. Pupils /Year Group: 12 (mixed)

Belonging – What it means

All the pupils demonstrated an understanding of the word 'belonging' e.g. when they feel that they 'fit in', 'feel part of something' and are 'meant to be there'.

All could name a place where they feel they belong – school, home, the local football stadium. One pupil said 'the World'. Most could express why they feel they belong there e.g. somewhere they feel safe, a place where they feel appreciated and somewhere where they have friends.

Do pupils feel they belong in school?

All of the pupils said they feel that they belong at school. One pupil said that school is 'a second home for me'.

Pupils were highly appreciative of staff and the things they do to make them feel they belong, such as saying 'don't be afraid to ask for help', giving lots of praise and encouragement, and making them laugh.

The characteristics of their favourite teachers include being kind, friendly, nice, fair and helpful.

Accessibility – What helps?

The pupils were able to identify the obvious physical access arrangements in the school (e.g. the lifts and ramps) but also the less obvious ones (such as the lower section of the reception desk for wheelchair users).

They noted that the entrance signage, although clear, was only in English, as was the welcome message in the reception area.

A chance meeting in the corridor with a pupil who is supported by Makaton signing, brought a discussion about accessibility for pupils with communication difficulties. One of the pupils suggested that all staff and pupils should be able to sign in Makaton.

This led to a discussion about what happens in classrooms for those with disabilities/learning difficulties. One pupil said that in her class there is a visual timetable and another pupil told us about an overlay to help her read.

Very brief in-class observations highlighted lots of ways that teachers helped all pupils with their learning. These included use of large font on smartboards, giving clear instructions and repeating them for some pupils and the use of hand actions/gestures to help understanding.

One pupil was seen to be holding his hands over his ears due to the noise (the whole class were reading a poem aloud together). A pupil suggested that he had some ear defenders. Another pupil suggested that to help understanding of the poem the teacher could make more actions.

Accessibility – Considerations for the school:

- >Consider welcoming messages in the reception area being in different languages;
- >Thinking more about the sensory needs of the pupils; and
- >Thinking more about pupils with communication difficulties (how to help them understand), including Makaton training for staff and children.

| Actions | Who | When by | Evaluation / IMPACT |
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