

# Hearing Student Voice

*Establishing trusting relationships to uncover student voice*



# Overview

## **Our Aims**

Peterhouse School Strives to ensure the young people we work with are enabled to be successful adults with Autism. We aim to provide opportunities to provide opportunities to express their consent, choices and opinions, and to recognise the value their voice has for their future.

## **Overview**

Student voice is captured in various ways throughout Peterhouse School. We recognise that all students require a person specific approach which is embedded into everything we do. This includes the curriculum and academic success, our approach to behaviour and self-regulation as well as opportunities to participate in aspects of the running of the school and participation with the community.

# Over-Arching Themes

## Autism Lens

Within Peterhouse, everything we do is shaped by our understanding of Autism and a positive 'power with' approach to working with our students. This work is informed by our 5-point start approach which addresses the areas of

- Understanding
- Sensory perception
- Individual motivations
- Communication
- Expectation



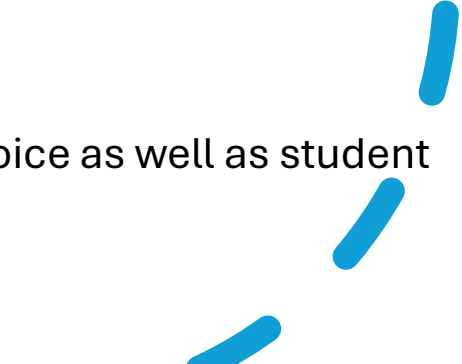
This approach allows us to work towards an understanding of the individual and a celebration of a strength-based approach to their individual skills and qualities.



# Over-Arching Themes

## Family support

Working alongside parents is fundamental to the success of students at Peterhouse. We recognise the unique challenges and experiences families have had prior to and during the student's time at Peterhouse and provide support to families in the following ways

- Family Support workers to work directly with families
  - Home visits to ensure support is consistent
  - Counsellors who work with family members as well as students
  - Parenting workshops to help parents develop their own understanding of autism
  - Quality of life questionnaires to gather parent voice as well as student
  - Annual review feedback
  - Meet the teacher evenings
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# Over-Arching Themes

## **Therapeutic and Wider School Support**

Students are supported individuals or within groups through an extensive support team in school which includes

- Speech and Language Therapy
- Occupational Therapy
- Mental Health PR actioners
- Academic Intervention Leads
- Autism Practice Support
- Medical Support
- SEMH Intervention
- Councillors

This team meet and discuss specific students as required as well as provide input into Educational Health and Care Plans as appropriate, evaluate progress of students and highlight where intervention may be required to best meet the needs of the students

# Over-Arching Themes

## PROACT SCIPr-UK

Positive Behavioural Support in school is facilitated by PROACT SCIPr-UK. This BILD accredited approach has been adopted throughout the Autism Initiatives organisation due to its least restrictive model and the values reflected by PROACT SCIPr-UK aligning with Autism Initiatives.

- *“It is the intent of PROACT-SCIPr-UK® to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual’s needs, characteristics and preferences”*

This approach ties into everything we do at school and promotes a holistic view of each student, supported by Autism Initiatives Head Office.

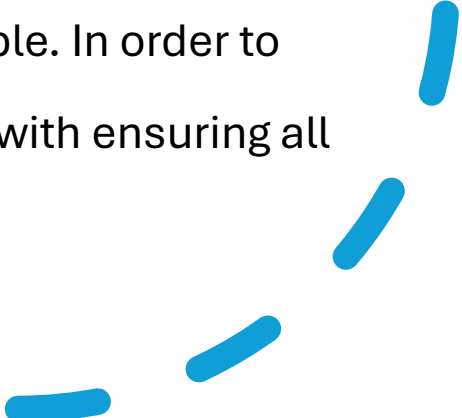


# Over-Arching Themes

## **Quality of Life**

The objective of Peterhouse School is to develop “Successful Adults with Autism” and ensuring our students leave us being able to enjoy a positive quality of life. This continues to develop alongside current academic study to best inform our practice.

A student’s voice is paramount in being able to develop a quality of life and autonomy in as many areas of life as possible. In order to achieve this, quality of life work goes hand in hand with ensuring all of our students have a voice.



# Over-Arching Themes

## Safeguarding

Safeguarding is fundamental within everything we do at Peterhouse school. We recognise the vulnerabilities our students may have in communicating and understanding risks. All staff are trained to respond to identify and respond to concerns, ensuring safeguarding is part of our daily practice. We recognise the importance of student voice and this is supported by

- Regular safeguarding briefings
- Training on safeguarding along with managing disclosures
- A DSL team comprising 4 staff members and an e-safety lead, which is visually displayed in every classroom
- Monitoring and recording of concerns through CPOMS
- A proactive approach to safeguarding needs through the curriculum when highlighted by students including digital citizenship and preparation for adulthood

# Over-Arching Themes

## Curriculum

The Peterhouse Curriculum follows 2 distinct pathways (formal and semi formal) to best meet the needs of learners. Across the curriculum drivers have been devised to reflect the needs of all students and include an emphasis on the importance of students to be able to successfully communicate such as

- Communicating
- Collaborating
- Seeking help/knowledge
- Being safe

The Peterhouse Hidden Curriculum encompasses skills and strategies which may not be covered by a traditional curriculum but is imperative in our aims to promote **successful adults with Autism**. This Autism specialist approach, both through planned and spontaneous learning aims to develop the thinking skills, independence and confidence with a holistic whole child in line with the Peterhouse 1 voice. This focuses more on the 'how' within teaching and can be difficult to assess against

As students progress through the school opportunities are provided for the students to further develop their independence in line with age and ability. This may include Independent Travel, Duke of Edinburgh Awards and participating in options and having a voice within the education they are provided with

# Advocacy

As students at school may have barriers, they face to effectively communicate, school recognises the importance of the child having a voice which is supported by a trusted adult.

This does not replace the validity of the student's own communication but can inform work best suited to effectively support the student.

Advocacy make take the form of

- Family members
- Specific trusted staff in school
- External agencies
- Designated Advocates

# Annual Review Contribution

Students are encouraged to participate in the annual review of their EHCP plans. This again, is done in a person-centred way and with a strength-based approach. This includes students having their say about their education, looking at what they enjoy about school, what they find a challenge, a review of the support they feel they receive as well as enabling school to be aspirational about our young people in gaining information about what they want for their own future. Where students are able, they are encouraged to advocate for themselves, but a contribution may include

- Attendance in all/part of the meeting
- Completion of a questionnaire
- Examples of work shared
- Preparation of refreshments or baking food
- Videos/slideshows of experiences from school
- Greeting visitors to school
- Demonstration and celebration of skills the student can demonstrate

# Personal Tutorials

Many of our pupils at Peterhouse access Personal Tutorials. This is a research-based approach which offers quality conversation between tutor and pupil. It enables staff to address specific personal developmental areas while giving pupils a voice and enabling them to work towards their own self-development by identifying and developing skills and strategies to support their own thinking and understanding.

This work is done in a person-centred way and meets the individual in an accessible way for them to be able to engage and participate.

# Class Team Meetings

The student council at Peterhouse is implemented across the schools in the form of class meetings. A common agenda is shared with all class groups and delivered with individuals to best adapt to meet the communication and understanding of each individual student.

Additional agenda items may be raised by students or staff in different classes which can inform further agenda items, or may be addressed directly

# Student Council

The student council is initially delivered through class meetings and opinions on all aspects of the school may be discussed. Class meetings will also allow students the opportunity to participate in student council work which can include

- interviewing new teaching staff
- Feeding back school experience to external agencies
- Engagement with the community
- Liaison with the SLT

# Behaviour

Peterhouse School recognises that Behaviour can be the most significant form of communication exhibited by our students. Behaviour is supported through person specific documentation and recording and focuses on the function of the behaviour as a need to communicate before being addressed in a person specific way. This may be supported by

- Person specific PBSP documentation
- Person Specific Risk Assessment
- Post Incident Reviews
- Reflection with the student (where appropriate)
- Discussion with family members
- Records on CPOMS
- Liaison with the Support Team
- Timely analysis of data gathered to identify trends and highlight concerns

# Person-centred Interventions

Interventions may be delivered by a wide range of staff at school and are reflective of a student's choices, strengths or specific needs. Person Centred Interventions may include

- SEMH intervention
- Counselling
- Therapeutic Interventions (SaLT, OT)
- MAC (Music Assisted Communication)
- Incidental opportunities to work with individuals
- Enrichment (Fishing groups)
- Motivational clubs (drones, music)
- Academic Intervention (SpLD)

# Counselling

Some students may need further support and may choose to engage in counselling or therapeutic intervention with two trained counsellors within school.

This may follow an intervention, referral from the Support Team in School, tutorial or drop-in session with our counselling staff. It can also include series of session/programme of counselling in which the student, counsellor and parents can agree on a fixed number of sessions to be reviewed at the end of the cycle or to enable students to access mental health services outside of school.

Counselling is confidential, following a contract drawn up by the counsellor and student alongside discussion with families in adherence to BACP guidelines but will allow students to receive appropriate support and inform future communication across school.

# Peer Mentorship

As Peterhouse School continues to work alongside our students to be successful adults with Autism, we endeavour to recognise and take advantage of all opportunities for students to develop independent skills, working on a strength-based approach. If opportunities are available for peer-on-peer mentoring to take place within the school, we aim to embrace this for the wellbeing of both parties.

The benefits to peer mentoring within school fall into the delivery of the Peterhouse Hidden Curriculum. And may not be directly assessed against. Student engagement within these sessions provides opportunity for delivering meaningful and motivating learning with both the mentor and the mentee through demonstration, discussion and reflection where appropriate.

- **Increased Social Interaction:** - interacting with a non-adult who younger students may respond positively to or be motivated by. Improved transitions around school with peers having the opportunity to mix with others who they may not have the chance to otherwise

- **Improved Self-Esteem and Confidence:** - Following a strength-based approach, students have the opportunities through structured activities to share their skills or experience with others in motivating and structured activities.

- **Social Skills:** - The peer mentor may need to consider their communication and behaviour when working alongside those who are younger and have a personalised approach (as all students in Peterhouse do). This can open opportunities for discussion, learning and development with the mentor

- **Role Modelling:** - The opportunity for student to role model behaviour in situations across school can be beneficial to both the mentor and the mentee, raising esteem and providing the opportunity to deliver meaningful learning through the Peterhouse Hidden Curriculum.

Students within school may be identified or consulted with to work alongside pupils within school who may not be in their direct peer group. This is monitored through selecting individuals to participate within structured activities in which both students are aware of the expectations, are motivated by and can choose to engage with

The needs of both students are carefully always considered, and a formal schedule may not be put in place to allow this work to be successful when it does occur. Staff members working around the students are involved in this process and always discussed with to ensure a suitable level of challenge and expectation.

# Peer Mentorship

	Mentor	Mentee
Motivation	Working with other people in a role of leadership or experience. A capacity they may not have experienced before. Raising self esteem and wellbeing through supported and supervised working alongside other peers. Experience of success in being seen as helping	Motivating scenarios set up (clubs, games, hobbies) having the opportunity to work with non-adults who have chosen to work with them.  Learning a new skill
Understanding	Opportunities to reflect on the needs of others, considering trait knowledge around what we know about ourselves and knowing what we know about others to be able to successfully work alongside peers	Building relationships and a wider understanding of the school.  Understanding of the needs of others who may find it difficult to be as tolerant as staff members
Expectation	Managing expectations around a situation, recognising situations may not be within our control and responding appropriately when things change. Experience of failure or patience in a prolonged piece of work with others	Expectation of the session to be established, tasks or motivations which may be difficult to accomplish quickly (Lego set, fishing, flying a drone)
Sensory	Awareness of and reflection around the needs of others, how others are different and have different needs to them.  Managing their own sensory needs	Having their needs met by another person, wider range of individuals they may be familiar with  Management of own behaviour to ensure the session can begin/continue safely for all students involved
communication	Identifying how best to successfully communicate with others, reflection where appropriate and developing strategies to ensure communication can be successful from them to others (verbal and nonverbal)	Building relationships that are not family/staff communicating with a non-adult and widening social experience to develop own trait knowledge of others.