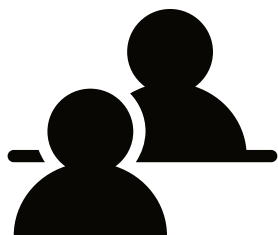


# STUDENT VOICE AND SEN

## CONSULTATION

When crafting your Individual Educational Plan (IEP), involve the student in the process. How do they feel about their targets? What informed decisions would they make about their targets? What would they define as their success criteria?

Include an element of choice around one or more of the targets. For example, this can be through a choice of activities, or the time of the day where an intervention takes place.



## COLLABORATION

Consider the opportunities for collaboration when designing your intervention activities. Are there places where you could build in a project-based approach to increase student engagement?

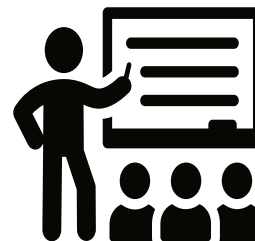
Even if such collaboration is between the adult and the student (and not peers), it can increase motivation when done correctly. Consider elements of inquiry/curiosity when reflecting on the intervention at the end of a session.



## CLIMATE

To ensure everyone is included, class management should focus on effective behaviour management strategies. Teaching strategies and managing disruptions will help establish an inclusive environment.

Teachers who allocate attention and support fairly among pupils in class (regardless of behaviour or ability) will help foster an environment where all students feel like their voice matters.



## CONVERSATION

Students feel included in their own learning when there are opportunities to actively participate in dialogue around their learning. This can be with their teacher, the teaching assistant or their peers.

When designing your activities, consider what opportunities for dialogue can be built in. How will you review the IEP with the student?

