

LOCKHART CAMPUS



Pupil Voice and Learner Engagement in Lockhart

In light of the Rights conveyed on children and young people by Article 12 of the UNCRC (UNICEF, 1989), its subsequent translation into legislation within the Children and Young People (Scotland) Act 2014 and more recently, the UNCRC (Incorporation) (Scotland) Bill, it is clear that within this framework, seeking and giving weight to pupil voice is no longer simply good practice, it is a legal requirement. At Lockhart Campus, we are dedicated to ensuring our pupils have their say on matters affecting both their education and wider life choices. We use a Total Communication approach to support all pupils to contribute their views meaningfully.

UNCRC Rights of the Child

Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 12 (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 13 (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29 of the UNCRC

You have the right to education which develops your personality, respect for others' rights and the environment.



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL

Learning, Teaching and Assessment

What might the Learners' Journey look like in the complex pathway? (Reference Education Scotland: Milestones: Supporting learners with complex additional support needs)

In order to maximise learner engagement, our practitioners require to have a clear understanding of the learners; needs; and to adapt the environment to meet these needs effectively. Supportive interactions are integral to optimise engagement and participation in learning. It is important to consider what barriers to learning there are for the learner and take whatever steps are necessary to overcome these. Learning takes place in practical contexts and takes account of interests, preferences and needs to engage and motivate the learner.

Every child is completely individual and learning should be personalised based on identified profiles of need. Children will require differing levels and types of support in different areas and may progress further in some areas than in others depending on motivation, strengths and interests.

How do we create the optimal learning environment with the right factors to ensure all learners progress?

The following sets out what learner engagement might look like and how individuals may progress at the different stages on the continuum through our core curriculum

LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
2022

<p>Experiences</p>	<p>'Phoebe' is eleven years old and is in upper primary. She has cerebral palsy, a range of associated sensory and motor impairments and complex health needs. She has no speech but will vocalise in response to favoured experiences with favoured staff. She is working at 'Pre-Intentional' stage as described in the ELKLAN framework and within Foundation Milestones. Utilising the 'Morning and Home Routines' area as a context one of Phoebe's next steps in her ILP is 'to give more consistent attention and response to what is happening around her.' Planning for learning may incorporate the following I Can statements: <i>'I can organise myself and my belongings on arrival and leaving'; 'I can interact and communicate with peers and adults during morning group'</i>. It would be expected that at this stage of learning on the continuum Phoebe will require full adult support to participate in morning and home routines. Phoebe will require an attuned adult or keyworker with her during these routines who knows her well and can interpret her responses. This adult would use individualised Objects of Reference or perhaps song to cue in and support understanding. Intensive Interaction and attuned approaches create the optimal learning environment for Phoebe and are key to helping her progress from 'encountering' an activity to 'showing interest' in it, from 'Pre-Intentional' to 'Anticipatory'.</p>
<p>Actively Engages</p>	<p>'Charly' is five years old and in Primary One. He has global learning delay and is at the 'Intentional' stage as described in the ELKLAN framework and working between Foundation and Pre- early milestones. Utilising the 'Play and Leisure' area as a context one of Charly's next steps in his Learner's individual plan is to 'make choices of highly preferred items, objects, people or activities'. Planning for learning may incorporate the following I can statements: 'I can make choices independently in play and leisure activities' and 'I can make choices about who I want to socialise with'. It would be expected that at this stage on the continuum Charly will require varying level of support depending on the situation and who he is working with. It is likely that his attention will be inconsistent depending on a range of factors. As well as using his strengths interests and motivators, consistency, predictability and motivating experiences will be key to engaging him. Charly requires a high level of visual structure and maximum opportunities to make requests and choices using his communication aid. This will help him progress from being able to respond to key adults to indicate a choice to becoming more proactive and initiate his own choices. Charly's family are at the early stages of helping him communicate in the home environment with siblings.</p>
<p>Applies and Extends</p>	<p>'Joe' is sixteen years old and is in Senior Phase. He is autistic, has some speech and is at 'Abstract words and Reasoning' stage as described in the ELKLAN framework. Utilising the 'Accessing my Community' area as a context Joe is hoping to achieve certification through SQA for Personal Development: Personal Organisation and Independent Living Skills: Going Shopping and Communication: Recognising Signs in the Community. Planning for learning may incorporate the following I Can statements: <i>'make and express choices about where I want to go and what I want to do'; 'organise what I need to go out'; 'use a shopping list' and 'carry a basket'</i>. His family would also like him to be able to extend these skills and join them on shopping trips coping with a wider variety of shopping environments. It would be expected that at this level on the continuum Joe may be able to carry out many aspects independently but may also require verbal and visual support to achieve others for example he still requires a visual shopping list but can then independently find the correct aisle. He may be able to collect his own coat, bag, jacket, wallet and bus pass but needs verbal and visual support to identify the correct bus number. It is expected that at this stage of learning we are entirely focused on Joe becoming as independent as possible in order to maximise future opportunities post school. What can he already do independently in familiar situations? How can we consolidate Joe's skills, increase his confidence and support him to apply and extend skills in a range of unfamiliar situations?</p>

LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL 

Celebrating learning is a core part of what we do in Lockhart. As progress may be made in very small steps, success is celebrated in the here and now and shared where possible. We are sure to celebrate wider achievements, which are tracked to ensure equity of experience using a Wider Achievement Tracking Database.



As well as pupils participating in weekly assemblies, where appropriate, they contribute to their annual review meetings. They receive a pupil invite and, on the day, attend their meeting to share their views. For those who can use a Talking Mat, views can be captured in advance, and on the day of the review, the child or young person can be facilitated to share their views at the meeting.



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL

CASE STUDIES –

Beginning of Lockhart Campus –

Pupil Decision Making Process for the School Logo and Uniform

Pupils from the four schools that merged to create Lockhart Campus played a vital role in helping to design the school logo and uniform.

Pupils were given the opportunity to create designs for the school logo including choosing the colour and style. They engaged in a range of sensory and art activities to help produce different designs.



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
— 2020 —

Pupils created four logo designs with the help of Jenny Brennan from the Family Learning Team.

Logo Design Choices

1.



2.



3.



4.



Pupils along with staff and parents/carers were able to choose the preferred colour and winning design by participating in an online survey and vote.



Lockhart Campus
UNLOCKING POTENTIAL
— 2020 —

Through consultation and feedback we were able to establish our school motto 'unlocking potential' as the key aim for the school. The logo reflects the unlocking of the heart-shaped padlock.

LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
1999

Pupil Council

In establishing our Pupil Council, pupils voted for two peers from their class to represent their voices at the Pupil Council Sub-Committee. Each Sub-Committee will then vote for two members to represent them within the main Pupil Council. There is one sub-committee representing each of the following departments: lower primary, upper primary, secondary complex and secondary moderate pathways.

Voting strategies enabled all pupils to participate including the use of photographs and visual supports. Pupils nominated themselves and voted for their preferred candidates using Total Communication strategies tailored to individual pupil need.

Within the 2021-2022 academic session, council discussions focussed on improving the quality of playground furniture and lunchtime activities. As a result, we were able to use pupil voice to enhance the learning environment and bring in external partners to deliver targeted activities such as the KA Leisure and Active Schools Dance coaching sessions, Kilwinning Football Club and Boccia activities.

This year, the Pupil Council has focussed on establishing our school values. Pupils used verbal discussion, BSL and Makaton signing and visual supports to choose their preferred values. These were then added to parent and staff consultation models before the final values were selected: Nurture, Respect, Courage and Ambition.



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL

Attendance at Joint Cabinet Meetings

A group of our senior pupils attended several joint cabinet meetings alongside pupils and staff across North Ayrshire.

This provided an opportunity for pupils to discuss key issues such as the cost of living and access to facilities out with school hours. This enabled our pupils to pose questions directly to the Director of Education. The pupils proudly represented the school and were able to express their views and opinions.



Mental Health and Wellbeing Workshop –

Senior Pupils attended a workshop delivered by the Mental Health and Wellbeing support team.

Pupils were able to contribute to discussions and share their own experiences of issues relating to mental health. Pupils found the debate and discussions very useful in terms of understanding the importance of mental health. Pupils actively engaged in discussing the stigma surrounding mental health and possible strategies they can use to cope with wellbeing concerns.



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL 

Here are some photographs of our class adding their own personalisation and choice as to what they would like for their IDL focus.

We used music, switches, visuals and OoR's for the children to make a choice as to which movie they liked best - the overall winner was the chosen movie for our 'Night on the Town' topic. The display board has the class findings - displayed as a bar graph.

Ms Muirhead
(Orange Room 10)



LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
2009-2016



Here are some examples of pupil voice in Orange 12. We encourage our learners to use their PODD books (for those that use them) to express themselves. This enables them to communicate their feelings, opinions, interests and discuss many different topics. This can help with frustrations around expressing themselves as they navigate their PODD book to communicate.

We have Aided Language Displays which are in the similar format of PODD for specific activities and our learners will use these frequently during activities to express their likes/dislikes and to express themselves.

Some of our learners use their PECS books to communicate, also. Most often they use this to choose activities they'd like to do or for snack choices. They can use this to indicate how they are feeling, too.

We use choice boards for activities such as fit15 and Singing Hands to promote choice making.

Recently we used a white board with names and a visual where our learners used tally marks to choose a representative from the class for the pupil council.

Mrs McLaughlin (Orange Room 12)

LOCKHART CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
2022



In OR13 we have lots of opportunities for making choices across our school routines and activities. Pupils select which resources they want to use, which order to use these, the subject matter of lessons and even what order our timetable should take. For example, our NQ pupils made choices relating to their qualifications when they chose what they would like to take photographs of and shared their preferences for curricular areas for next year's NQs. Our ASDAN pupils made choices about which technologies to use to create artwork and which eco tasks to carry out.

Our pupils choose through a range of methods, specifically tailored to their communication preferences. They use visuals, photographs, objects, switches and the e-tran frame to share their choices and preferences.

Mrs Caldwell (Orange Room 13)

LOCKHART | CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL



This is our first meeting for our lower primary pupil council sub-committee. During this first meeting we all chose two friends to represent us at the main pupil council meeting.

To make the choice pupils were presented with pictures of their friends and they chose by selecting the picture of the friend they wanted to nominate. After choosing our two friends we then moved on to choose a favourite song from a selection of four, we again used visuals to represent these songs.

Our favourite song will go forward to the main pupil council where the favourite song will be chosen; this will be the song to represent our school pupil council, as our signifier song to cue pupils in to their learning.

Miss McGeachie (Orange Room 2)

LOCKHART | CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL
2009



This is part of our SQA Information and Communications Technology: Capturing Digital Images (National 1)

Photo 1 - The pupils choose which device they wish to use

Photo 2 - They choose a subject

Photo 3 - Once they have taken the photo they decide whether or not they like it, using visual supports.

Mrs McNaught (Blue Room 13)



LOCKHART | CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL



Here are some pictures of pupils choosing who they would like to vote for in the Pupil Council. Pupils were supported to choose in their own way.

Miss English (Orange Room 1)



LOCKHART CAMPUS



J and S are pupils with a micro duplication syndrome. Both children display physical aggression, striking out at adults; excessively defiant behaviour (oppositional disorder); difficulty with communication and social interaction and Developmental Language Delay. J and S were exhibiting high levels of distressed behaviours following their move to our campus. Through observations of staff team and SLT it became apparent that both J and S were highly anxious and triggered by the behaviours of other pupils within the class. The unpredictability of others distressed or low level behaviours was causing both J and S to escalate on a daily basis. J and S were also experiencing a time of change at home.

The learning environment was changed to meet the needs of our pupils. J and S were given their own space with familiar staff, trained in nurture and trauma-informed approaches. They were given ownership of their area, with zoned role play and active learning areas. Staff were able to use their interests to plan motivating and engaging IDL activities as well as focussing on HWB targets and outcomes. A significant decrease in both the frequency and intensity of distressed behaviours has been clearly evident since making these changes. Both pupils have begun to communicate to a much greater extent and are engaging and showing pleasure and enjoyment in their school experience.

Examples of Child Led Learning Experiences

During role play S got one of his wrestling figures to propose to one of our staff members. He excitedly spoke about this for the rest of the day insisting they get married. We asked S some questions about how we would manage this.

Our staff team of four staff noted that both pupils were equally excited and had some great ideas too. The staff supported both boys with their ideas of how to plan a wedding over the course of a week. This provided literacy, numeracy and HWB rich experiences and opportunities to develop learning targets in a meaningful context. Pupils used ICT skills to research a recipe and making a cheesecake for the wedding cake provided a host of measuring and food technology skills. S wrote a letter to our outdoor learning professional asking for flowers, J wrote a letter asking another member of staff to be the photographer, both boys picked appropriate wedding songs and further developed skills when creating invites.

We encouraged pupils to think about where this could take place and how it could be set up. S was keen to be the minister and with some help he wrote a script to be used to marry the bride and groom. With the use of props and the amazing imagination of both pupils the wedding was a great success!

The boys thrived during this activity as they had ownership of their learning, were motivated and engaged. They had a great deal of fun and felt valued as they were supported to display and demonstrate their ideas and skills. This was particularly significant as they don't always feel comfortable in social circumstances or speaking in front of an audience.

Learning outcomes –

I have participated in decision making and have considered the different options available in order to make decisions. (SOC1-18a)

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. (EXA1-14a)

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. (LIT1-24a)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT1-26a)

I can watch, listen to and describe special Christian ceremonies, e.g. Baptisms, weddings, funerals. I can show respect for Christian beliefs and practices. (RME1-03a)

LOCKHART | CAMPUS



Lockhart Campus
UNLOCKING POTENTIAL



We are gathered here today to celebrate the marriage of Marie and Santos
Marie do you take Santos to be your husband?
Santos do you take Marie to be your wife
Congratulations you are husband and wife for ever
Kiss the bride.

DIANNE LEE
LOCKHART
CAMPUS
11th April 2015
Dear Mrs Lidger
On Friday we were looking at wishing the message for Santos.
I am writing to ask if you have any presents we can give for this special day!
I am grateful for any help we can give!
Yours
Sincerely
Stephan
2015