

Introduction

Children who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

From Articles 12 and 13, The United Nations Convention on the Rights of the Child as set out in the Code of Practice for SEN (2001).

The above quote continues to be a major impetus for helping pupils to participate and pay a more active role in setting their targets. However, since writing the first edition of Pupil Friendly IEPs there have been other initiatives, legislation and research which have all underlined the need and the benefits of involving all children as fully as possible in their education. *The Children's Plan, Building Brighter Futures* (DCSF, 2007) outlines how over the next ten years there will be a greater emphasis on Personalized Learning. A key principle of Personalized Learning is that all pupils have their individual needs addressed in school, taking account of their current performance in order to plan the appropriate next steps. Assessment for Learning (Black and Wiliam, 1998) forms a key component of this strategy. Assessment for Learning is based on the idea that pupils will improve most if they understand the aims of what is being taught, and are shown what they need to do in order to meet those aims. Research upon which Assessment for Learning is based and research which has taken place as a result of Assessment for Learning have highlighted the effectiveness of involving pupils in the target setting process and helping them know what their next steps are to meet their targets. *Every Child Matters* (2003) is another key piece of legislation which emphasizes the importance of helping children to participate more actively, rather than being seen as passive recipients.

One of the five key outcomes of *Every Child Matters* is for children and young people to 'Make a Positive Contribution'. In the document *Every Child Matters: Change for Children in Schools*, (DfES, 2004) the government outlines the implications of *Every Child Matters* for schools. It emphasizes the principle of personalization and encourages schools to offer a range of services that will help pupils to participate, engage and so achieve. It encourages schools to give pupils a strong voice in the life of the school as well as offering them opportunities to help others. It also advocates helping parents get more actively involved in their child's learning. The document outlines the following five points under the heading of 'Making a Positive Contribution' :

1. Engage in decision making and support the community and environment
2. Engage in law abiding and positive behaviour in and out of school
3. Develop positive relations and choose not to bully and discriminate
4. Develop self confidence and successfully deal with significant life changes and challenges
5. Develop enterprising behaviour. (DfES, 2004: _____)

The different proforma and interventions described in this book, with its emphasis on involving children and young people in thinking about what and how they can achieve to help themselves and others, supports all of these five key points.

In March 2005, the first Children's Commissioner for England was appointed, to give children and young people a voice in government and in public life. The Commissioner's role is to pay particular attention to gathering and putting forward the views of children and young people in society, and will promote their involvement in the work of organizations whose decisions and actions affect their lives. This again demonstrates our culture's growing awareness of the need and benefits of involving children, listening carefully to their views and taking them into account rather than just doing things for them and to them.

All of this presents schools with the challenge of involving *all* pupils, not just those pupils with SEN, in meaningful target setting processes. It would certainly be a task far too onerous to fill in an Individual Education Plan for every pupil. Indeed completing IEPs just for those with additional needs has been recognized as being an overly bureaucratic task, which if the pupil is not involved in, is not very effective anyway. The current move is towards using Provision Maps to demonstrate provision which is additional to and different from the differentiated curriculum. The Implementation Review Unit's statement on SEN and disability (2007) outlines very clearly that schools

do not need to write individual education plans for children with SEN where they have a policy of planning, target setting and recording of progress for **all** pupils as part of personalized learning that:

- identifies learning targets for pupils
- plans additional or different provision from the differentiated curriculum offered to all pupils
- reviews their provision in the light of pupil outcomes.

The DCFS stated in its response to the select committee report on SEN (2006) that it would, through the National Strategies, promote a system of provision mapping and management that would enable parents to know what support was being provided, what their child's targets were and how they were being monitored. For many pupils the role of the Provision Map would take away the need for an individual education plan to be written. A system of using pupil target sheets alongside provision clearly outlined in a Provision Map is being piloted by a number of Local Authorities.

A county-wide system for Provision Mapping and Management is currently being piloted in Northumberland. Schools are being trained in the use of software to comprehensively map what provision (support, interventions, etc.) they have in place for pupils, which is additional to or different from the differentiated curriculum. This information, together with data on the impact of that provision and how much it has cost, enables schools to review what they have in place and begin to evaluate which interventions have been effective both in terms of outcomes for pupils as well as value for money. Schools are using pupil target sheets, to set targets for *all* their pupils, alongside their Provision Map; this not only demonstrates the provision put in place for pupils with additional needs but also is a more inclusive approach in that all pupils have the same target sheets. However, even within this system, schools have still found that they have needed and wanted to use IEPs on occasion for some of their pupils, where their needs are very specific or perhaps where there has been some level of parental anxiety in taking away the IEPs that they feel secure with.

There is a danger that in changing to a system of Provision Management the good practice of involving pupils in the target setting process might become lost. This would

be a great shame and a step backwards in terms of outcomes for pupils. The research around Assessment for Learning has shown that if pupils are fully involved in knowing what their targets are and what they need to do in order to meet those targets, their progress will be maximized (Fuchs et al., 1997); and, as mentioned previously, it will also fulfill their right as a child to be involved in the decisions made about them.

This book then has been written and updated with this in mind. The pupil friendly target sheets give teachers a ready prepared number of formats that are enticing and engaging to a variety of ages, to help them become engaged in the target setting process. They are intended for use with *all* pupils, not just those with additional needs, and as such form an even more valuable resource for your school to utilize. The pupil friendly IEPs remain as a useful resource which has been found to be helpful for some pupils, even where there is a Provision Mapping system in place. For some pupils whose needs are complicated or for those with whom you have found the collaborative process of filling in the IEP to be extremely beneficial, it may be helpful to continue with the practice. The IEPs also remain as a useful resource for those authorities who have not yet changed to a Provision Mapping system. The other pupil friendly resources outlined in this edition give you a variety of other resources to use with pupils.

The Pupil Friendly Pastoral Support Programme has been developed particularly with secondary aged pupils in mind. It gives you a proforma for a Pastoral Support Programme that forms the basis of a very useful conversation between yourself and the pupil. The document will help you to work in partnership with the pupil and find ways forward for helping them make positive changes.

The Acts of Kindness Log is a very useful resource which can be used with a whole class or targeted individuals. The idea is that the pupils have to regularly perform an act of kindness each day or each week, over a given time period and record that act in the log book. This is an excellent way of helping pupils start to think about others' needs and how they can help them. It helps to develop their resilience and self esteem as they come to perceive themselves as people who can have a positive impact on others. It can also help to change the culture of a class where there seems to be a constant focus on the negative and pupils complaining about one another.

The section on helping pupils see their progress now includes additional information on how to use a Precision Teaching approach. This approach has been found to be highly effective in helping pupils make good progress with memorizing spellings, recognizing high frequency words, remembering number bonds and multiplication facts (e.g., Downer, 2007). The pupils receive immediate feedback in the form of a graph about their performance which gives them encouragement to keep learning more.

My hope is that you will enjoy using these resources with your pupils and find them invaluable tools. If you would like to make any comments about the resources my email address is:
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I would love to hear about how you get on.