

## Pupil voice

**By Henry Morgan**

I taught a pupil who was diagnosed with Dyslexia and Obsessive-Compulsive Disorder with elements of Autism. Here, I needed to put the pupil and their needs at the centre of the Graduated Approach.

This included engaging with them in open conversations about which strategies worked well for them and which ones did not and discussing how they like to be approached in the lesson.

Once I had this information, I cross referenced it with other information that I had on the pupil, for example any information from multi-agency meetings, the SENCO, and previous information gathered from their parents.

Once I had done this, I approached and spoke to their parents myself to look into what had and what had not previously worked for their child.

Then I set about using a low-stakes testing method to find out where they were in relation to their peers – this is something I often use with my whole class as part of high-quality teaching. This represented the assess phase of the Graduated Approach.

From here I could plan how to best support them over the following academic year by providing extra support to address key misconceptions or topics that were particularly difficult for the child. For example, as the pupil had difficulty understanding perceptual reasoning, when teaching shapes, angles and area, I knew they would require more concrete examples.

When reviewing the strategies, I spoke with the pupil regularly to see if my lessons were having an impact. I also looked at carefully selected data to measure if there was progress.

Including the pupil's voice in this process meant that the pupil felt they could have an open conversation with me when things were not working for them. This helped to make the pupil feel safe and supported, which in turn led to emboldened confidence – the key ingredient to getting any pupil with additional needs to give your lesson a go.