

Appendices

Appendix 1

Example of the symbol / pictures resources available to support teaching (Unicef, 2020e)



Appendix 2

Copy of approved Ethics Form

PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the 'principal researcher'.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:	Nadelle Louise Davis			
Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
Faculty/School/Centre:	ITE: Yr Athrofa UWTSD			
Campus:	Carmarthen			
E-mail address:	1702088@student.uwtsd.ac.uk			
Contact Telephone Number:	07436119124			
For students:				
Student Number:	1702088			
Programme of Study:	BA Primary Education (QTS)			
Director of Studies/Supervisor:	Dr Sioned V Hughes			

May 20191Ethical Approval Form

PG2 / E1 FORM

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
		Date			
If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Dr Sioned V Hughes	☒			06.02.20

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA (British Educational Research Association) guidelines - Ethical Guidelines for Educational Research (2018).	☒
The research is within the bounds of the normal classroom and in accordance with the Athrofa guidelines for parental consent as per athrofa letter.	☒
Education Workforce Council (EWC) Research and Ethics Guidelines (2019).	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☒
Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
Is your research externally funded?		YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐

May 2019 Ethical Approval Form

PG2 / E1 FORM					
Permission to undertake the research has been provided by the partner organisation	(if YES attach copy) If NO the application cannot continue	YES	☐	NO	☐
Where research activity is carried out in collaboration with an external organisation					
Does this organisation have its own ethics approval system?	YES	☐	NO	☒	
If Yes, please attach a copy of any final approval (or interim approval) from the organisation					
SECTION E: Details of Research Activity					
Indicative title:	How special schools ensure pupil voice with children who are non-verbal?				
Proposed start date:	10.02.2020	Proposed end date:	01.07.2020		
Introduction to the Research (maximum 300 words) Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below: - Purpose of Research Activity - Proposed Research Question - Aims of Research Activity - Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain - What the research activity will add to the body of knowledge - How it addresses an area of importance.					
Purpose of Research Activity -Observe practice and explore how special schools can promote pupil voice. -To further develop professional knowledge and understanding and future practice. (this box should expand as you type)					
Research Question How special schools ensure pupil voice with children who are non-verbal? (this box should expand as you type)					
Aims of Research Activity (purpose) - The primary research that I wish to undertake will provide an insight into how student voice complements and effects children's learning within the classroom and improve professional practice. - Observe existing educational practice - Interview children and professionals about my area of interest (this box should expand as you type)					
Objectives of Research Activity Improve my own knowledge and understanding Inform my future practice Observe lessons and other activities Interview children and teachers					
May 20193Ethical Approval Form					

PG2 / E1 FORM

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Interviews - I will use a semi-structured interview technique to gather the views of teaching staff and children. The interviews will be conducted in an informal manner and I will ensure all participants are comfortable taking part and can withdraw from taking part at any time. I plan to use two-sided smiley face cards to communicate/ gain assent with non-verbal children however, I may also use any existing school strategies if suggested by the class teacher

Observations/Field notes - I will observe various lessons and activities throughout the school day which are of interest to pupil voice and observe good practice. I will make notes in my observational notebook. I will allow the class teacher to access my notes on request.

Videotaping and photos - I will videotape and photograph children, using my digital camera, taking part in lessons and activities that promote pupil voice where appropriate to use for evidence of examples and for further analysis collaboratively with my other observations. I will seek permission from the school for taking video taping and photographs and ensure any children that are not allowed to have their photograph taken are not included in any images.

Learning walk - to support my observations I may take part in a learning walk in the school to observe any examples of locations where pupil voice may occur. Students and teaching staff may accompany me on the learning walk. I will obtain consent from children and teaching staff before the learning walk and ensure they understand they can withdraw if they want to.

Examples of pupil work - where appropriate I may take copies of children's work to support my research. Prior to gathering samples, I will ensure I have the consent of the teacher and the child who had completed the work.

All my observations and evidence will be used to analyse the data using Clark and Moss' Mosaic approach.

At no times will children's and adults' names be recorded directly and will be referred to child A, teacher B, etc.

I will ensure any information collected is held responsibly and confidentiality and security of the data is upheld.

(this box should expand as you type)

PG2 / E1 FORM		
Location of research activity Identify all locations where research activity will take place.		
The proposed study/research will be conducted in a special school in the local authority of Swansea (assigned elective school) within the athrofa.		
<i>(This box should expand as you type)</i>		
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.		
n/a		
<i>(This box should expand as you type)</i>		
Use of documentation not in the public domain: Are any documents NOT publicly available?		
	NO ☒	YES ☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.		
<i>(This box should expand as you type)</i>		
May 2019SEthical Approval Form		

PG2 / E1 FORM		
SECTION F: Scope of Research Activity		
Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box. For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method: learning walk	☒	☐
(this box should expand as you type)		
If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).		
If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.		
May 2019 Ethical Approval Form		

PG2 / E1 FORM		
SECTION G: Intended Participants		
Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here:		
(this box should expand as you type)		
Participant numbers and source		
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
How many participants are expected?	Approximately 100 participants within the school (this box should expand as you type)	
Who will the participants be?	Pupils and teaching staff (this box should expand as you type)	
How will you identify the participants?	Prior to commencing the research, I will discuss and seek advice from the headteacher or senior mentor in the school to identify appropriate pupils and teaching staff. (this box should expand as you type)	
May 2019 Ethical Approval Form		

PG2 / E1 FORM			
Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	☐	☐
Will you tell participants that their participation is voluntary?	x	☐	☐
Will you obtain written consent for participation?	X	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	x	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	X	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
If NO to any of above questions, please give an explanation (this box should expand as you type)			
Information for participants:	YES	NO	N/A
Will participants be paid?	☐	X	☐
Is specialist electrical or other equipment to be used with participants?	☐	X	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
If YES to any question, please provide full details (This box should expand as you type)			

PG2 / E1 FORM	
SECTION H: Anticipated Risks	
Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? Yes ☐ No ☒	
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
Risk to Participant: • May affect self-esteem if not chosen to participate • Pupils may feel pressure to provide the correct answer • Safeguarding issues could arise during research • Anonymity <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant • All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in the lesson. • Pupils will be told there is no consequence for anything they say. I will make it clear that I want honest answers. • I will inform the safeguarding officer immediately (identified from the safeguarding policy) and follow the school safeguarding policy if I am made aware of any safeguarding issues at any time. • Pupils and staff will be made aware that all data will be anonymised and confidential and individuals will not be able to be identified from the data. <i>(this box should expand as you type)</i>
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities n/a <i>(this box should expand as you type)</i>	
Risks to Investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: • Allegations from pupils in the classroom whilst completing the research • Possibility of being accused of favoritism by pupils who are not chosen. • Accusation of fabrication of the data. • Possible power imbalance with myself as a teacher researcher	How will you mitigate the Risk to Investigator: • The majority of the research is during normal classroom and daily activities. During interviews I will ensure another individual is present to minimise risk • It will be explained that to the children that children are chosen at random
May 2019 Ethical Approval Form	

PG2 / E1 FORM	
SECTION H: Anticipated Risks	
Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? Yes ☐ No ☒	
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
Risk to Participant: • May affect self-esteem if not chosen to participate • Pupils may feel pressure to provide the correct answer • Safeguarding issues could arise during research • Anonymity <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant • All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in the lesson. • Pupils will be told there is no consequence for anything they say. I will make it clear that I want honest answers. • I will inform the safeguarding officer immediately (identified from the safeguarding policy) and follow the school safeguarding policy if I am made aware of any safeguarding issues at any time. • Pupils and staff will be made aware that all data will be anonymised and confidential and individuals will not be able to be identified from the data. <i>(this box should expand as you type)</i>
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities n/a <i>(this box should expand as you type)</i>	
Risks to Investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: • Allegations from pupils in the classroom whilst completing the research • Possibility of being accused of favoritism by pupils who are not chosen. • Accusation of fabrication of the data. • Possible power imbalance with myself as a teacher researcher	How will you mitigate the Risk to Investigator: • The majority of the research is during normal classroom and daily activities. During interviews I will ensure another individual is present to minimise risk • It will be explained that to the children that children are chosen at random
May 2019 Ethical Approval Form	

PG2 / E1 FORM			
(this box should expand as you type)		- I will ensure that I follow the UWTSD, BERA and ERW ethical guidelines when conducting this research. - Pupils will be made aware that participation is voluntary, they have the right to withdraw at any time.	
(this box should expand as you type)		(this box should expand as you type)	
University/Institutional risks			
For example: adverse publicity, financial loss, data protection			
Risk to University:		How will you mitigate the Risk to University:	
- The need to uphold the good name of the university - Not falsifying any data which could impact the representation and standards of the university. - Not behaving in a way that could impact the relationship between school and university		I will make sure I adhere to the UWTSD and BERA ethical guidelines when conducting my research task. I will behave in a professional manner at all times.	
(this box should expand as you type)		(this box should expand as you type)	
Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.		YES	NO
Does your research require you to hold a current DBS Certificate?		☒	☐
		N/A	☐

May 2019/10 Ethical Approval Form

PG2 / E1 FORM

SECTION I: Feedback, Consent and Confidentiality**Feedback**

What de-briefing and feedback will be provided to participants, how will this be done and when?

I will not be providing feedback from participants as it is not relevant for the research. If the participants request feedback from the research then I, as the author, will provide a summary of the data collected

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

Participation consent - children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking. I will verbally ask the children if they would like to take place in the research and use double-sided smiley faces to gain their consent and continue to use this method throughout.

Participation consent - teachers

I will ask the class teachers to sign a document that shows they agree to take part in the research. I will not use them in the research if they do not sign. The signed document will outline what the data collected will be used for and inform them of their right to withdraw at any time.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to parents/schools etc. Only non-identifiable data will be available in this way.

I will ensure any questionnaires include that all data will maintain anonymity of the participants.

(this box should expand as you type)

PG2 / E1 FORM

SECTION J: Data Protection and Storage
 In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://www.ded.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☒	☐
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		

PG2 / E1 FORM

Confidentiality will be upheld by not requesting the names of any participants. All paperwork will be stored in a locked drawer in my home. All digital data will be stored in my password protected laptop. Any correspondence between myself and my tutor will be through a password protected e-mail account.
(this box should expand as you type)

All Data Storage

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

Raw data will be available to the university module lead and external examiner, on request. All data will be stored until the research assignment goes through the university exam board. After this point the data will be destroyed.
All data will be archived in the university one-drive and password protected in line with the UWTSO data management guidelines.
(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Nadelle Davis, Supervisor, Marker
(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Nadelle Davis
(this box should expand as you type)

Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Any electronic data will be held on a laptop and only I will have access to the data. All paperwork will be stored in a locked drawer in my home. All data will be stored until the relevant research assignment goes through the university exam board. After this point, the data will be destroyed. All data will be archived on the university one drive and password protected in line with UWTSO data management guidelines.
(this box should expand as you type)

Please indicate if your data will be stored in the UWTSO Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. (Most relevant to academic staff)

N/A
(this box should expand as you type)

Confirm that you have read the UWTSO guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

May 201913Ethical Approval Form

PG2 / E1 FORM

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#).

Signature of applicant:		Date: 06.02.2020
-------------------------	---	---------------------

For STUDENT Submissions:

Dr of Studies/Supervisor:	Dr. Signed V Hughes	07.02.20
Signature:	S.V. Hughes	

For STAFF Submissions:

Dr of School/Assistant Dean:		
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

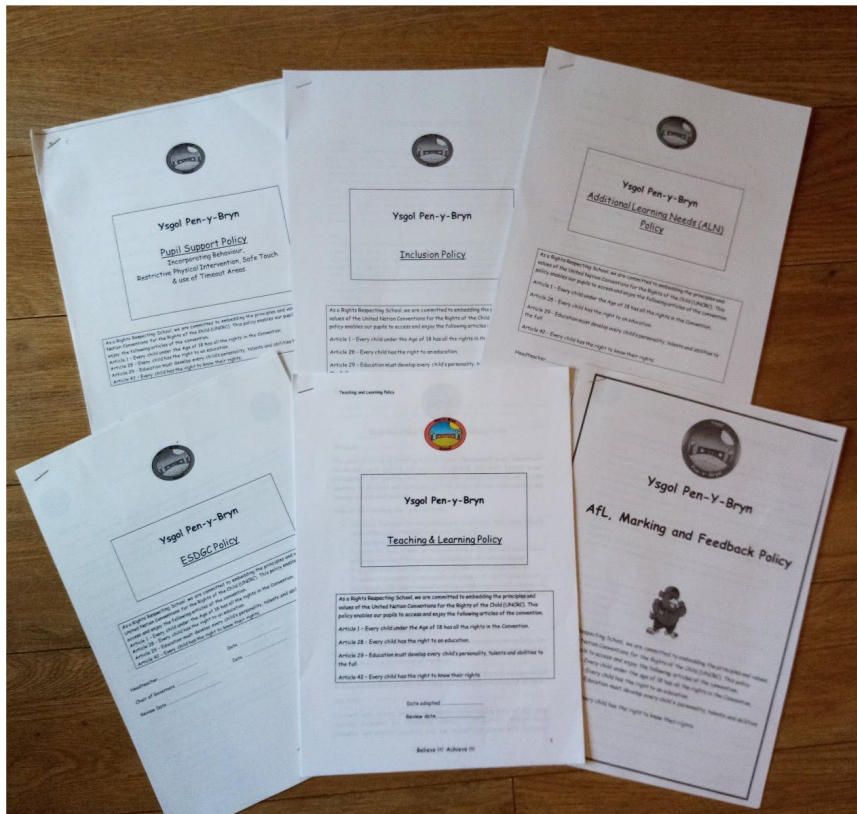
☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate): ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix 3**Signed consent form for photos**

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David
Consent form	
Student teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.	
I agree to <u>Nadelle Davis</u> as a representative of Yr Athrofa to:	
Take photographs Take video Tape-record	Interview Quote school policy documents Questionnaires (Tick accordingly)
Name of Head teacher <u>Gethin Sutton</u> Signed <u>[Signature] ANNO.</u>	
Name of school <u>Ysgol Pen-y-Bryn.</u>	
To be completed by the student teacher: If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.	
Name of student teacher: <u>NADELLE DAVIS</u> Signed: <u>[Signature]</u>	
Telephone number: <u>07436119124.</u> Email address: <u>1702088@student.uwtsd.ac.uk.</u>	
Programme (e.g. BA Ed/ ~~PGCE Primary~~ /PGCE Secondary): Date: <u>10.02.2020.</u>	

Appendix 4

Personal photograph of the school policy copies supplied by School A



Appendix 5

Personal Photo of School A's school ethos and missions display



Appendix 6

Personal photo of school improvement plan 2019-2020



Appendix 7

Copy of letter for participants

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	 Yr Athrofa Institute of Education Addysg i Gymru Education for Wales
--	---

Project Title: How can special schools ensure that Article 12 of the United Nations Convention on the Rights of the Child are successfully implemented with children who have difficulty communicating verbally?

Dear Participant:

My name is Nadelle Davis and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen.

I would like to invite you to participate in my research project. This project aims to explore how pupil voice impacts children's learning experiences who have difficulty communicating verbally. Through your participation in this interview, I hope to ascertain a range of different views on pupil voice in primary schools.

All interviews will be kept strictly confidential to the researcher involved and at **NO** time will individual responses be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the interview at any stage.

My interview should take about 5-10 minutes to complete, but there is no time constraint. There are also no right or wrong answers. I understand that your time is at a premium but your opinions are very valuable to me.

After careful and precise analysis of this interview and other data, I will be happy to provide you with a copy of the findings at your request. The results of this interview will hopefully enhance my understanding of pupil voice.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

NAME & ADDRESS OF RESEARCHER

Nadelle Davis
 c/o Dr Sioned V Hughes
 University of Wales
 Trinity Saint David
 Carmarthen
 SA31 3EP

Appendix 8

Double sided Smiley Face cards that the researcher made



Appendix 9

Copy of letter to parents

Dear Parents,

I am a final year BA (Hons) Primary Education with QTS student teacher based in the University of Wales Trinity Saint David (UWTSD) and I am very fortunate to be on a teaching experience placement in Ysgol Pen-y-Bryn until the 25th February 2020 to observe the excellent teaching practice taking place within the school. My research undertaken at the school will support my final university module before I become a qualified teacher.

During my time at the school, I will be observing the opportunities for pupil voice during school life at Ysgol Pen-y-Bryn and will be informally observing and questioning the staff and pupils. I will ensure that all data collected will remain anonymous and confidential at all times.

If you wish to have a copy of my research once complete, please inform the school office and I will ensure a copy is sent to you.

I hope to have the opportunity to meet you during my visit and if you have any questions please do not hesitate to contact the school office or myself. However, if you do not wish for your child to take part in my research please inform the school office at your earliest convenience.

Your faithfully

Nadelle Davis

Appendix 10

Copy of personal field notes that show the summary of key points from a semi-structured interview with Teacher A

Summary of semi-structured interview with Teacher C

- Given policies are all overdue to be updated
- Behaviour policy, in particular, is very different from current practice
- Children in School A have complex ASD or Global Learning Delay accompanied with BESD / Sensory
- All pupils struggle to communicate verbally due to their diagnoses
- School has recently changed their ethos/mission statement and had new display boards made
- School A focuses greatly on developing pupils' life skills
- Children often stay in their classes for 2/3 years
- Signed photo consent gained
- Discussed parental consent

Appendix 11

Copy of personal field notes that show the summary of key points from a semi-structured interview with Teacher B

Summary of semi-structured interview with Teacher D

- Two pupils in the sixth form are pupil ambassador representatives but have not done much this year so better to interview last years representatives (names were given)
- Shown PowerPoint presentation - left my email address to be forwarded a copy
- School A currently has a silver Rights Respecting Award. Discussed challenges of reaching gold award - hard to reach some of the criteria due to being a special school
- Sally Holland - Children's Commissioner sets challenges per term for children to complete (have not been done by the school recently)
- Changed from ten rights a year (one right a month due to school holidays) to four a year to improve pupils' knowledge / not currently embedding effectively
- Has not been in role long (since September)
- Similar to the School council / Eco-council leads have had no training and would appreciate some to support implementation.

Appendix 12

Personal photo of the 'Rights' display in the school foyer taken during learning walk



Appendix 13

Screenshot of the The four general principles of the UNCRC (Unicef, 2020a)

What is in the Convention?

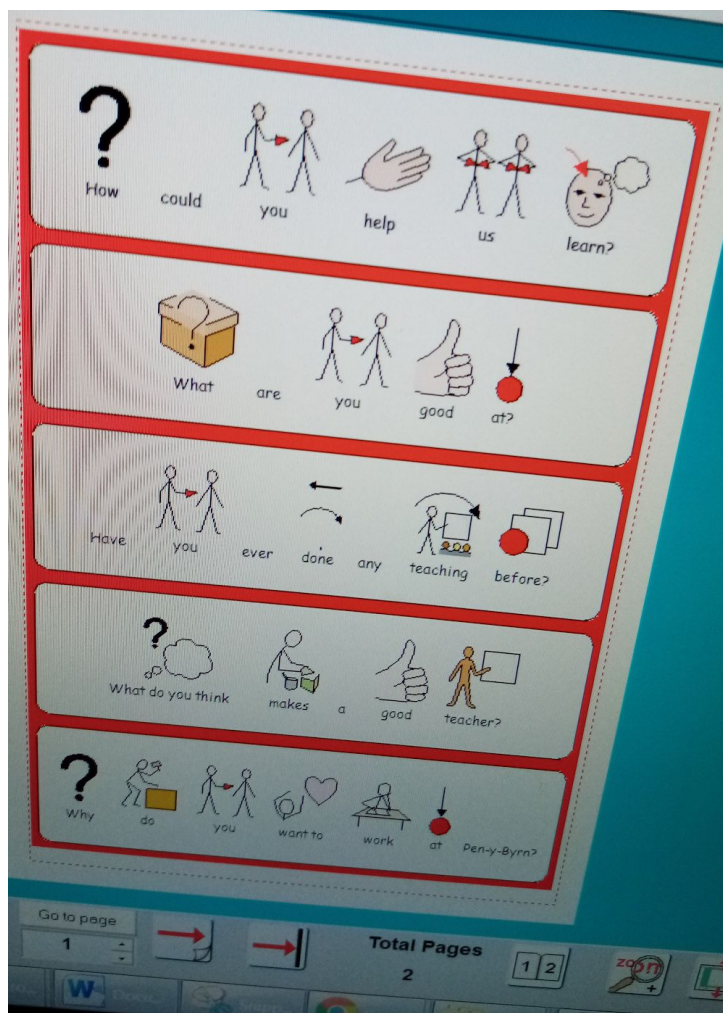
You can [read the full convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

There are four articles in the convention that are seen as special. They're known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (article 2)
2. Best interest of the child (article 3)
3. Right to life survival and development (article 6)
4. Right to be heard (article 12)

Appendix 14

Personal photo of teacher applicant questions for pupils to read



Appendix 15

Personal photo of class charter example in a KS3 classroom

**Appendix 16**

Personal photo collage of various classroom check-in displays in School A



Appendix 17

Example of a KWL grid (Twinkl, 2020)

Topic- 		
K	W	L
What I know	What I want to know	What I have learnt

Appendix 18

Copy of personal field notes that show the summary of key points from a semi-structured interview with Teacher B

Summary of semi-structured interview with Teacher B

- 6 pupils in the class.
- Youngest children in the school
- Most of these children were non-attenders before starting in School A due to their additional needs
- They use a range of methods to develop communication, such as Attention Autism, Touch Trust, ABA, PECS and Makaton
- Their day is heavily structured due to their needs
- Attention Autism - cannot observe as no sessions are planned due to safety week - has had a significant impact on the attention span of all of the children in the class.
- PECS - all children use PECS communications books. All children are at different stages. All children started on level one and two children are now at level four and have started to use verbal language to support PECS as a result (4 months). Parents are extremely happy with the results and are using them at home too.
- Touch Trust - creative movement (dance and music) that focuses on building positive relationships between staff and pupils

Appendix 19

Report that was created by researcher to feedback to School A about the Elective experience

Student Number 1702088

How do special schools ensure that Article 12 of the United Nations Convention on the Rights of the Child are successfully implemented with children who have difficulty communicating verbally?

Number of pupils: 132

Age range: 3-19 years

Date of elective visit: February 2020

School A encourages all pupils to believe in their ability to achieve success. Their aim is for all pupils to achieve their full potential in a nurturing, respectful environment through developing positive relationships between all stakeholders.

Information about the school

School A is situated in Swansea and is maintained by the City and County of Swansea local authority. It is a special school for pupils with moderate or severe learning difficulties, complex autistic spectrum disorder or behavioural, emotional and social difficulties. All the pupils have a statement of special educational needs.

Context and background

School A has focused on promoting pupils rights through all aspects of school life in recent years. The school has recently re-written their mission statement with input from the children with an aim to embed key aspects of children rights meaningfully throughout their practice. They have been awarded a rights respecting schools silver award by Unicef. The school has an active school council, eco-council and two pupil ambassadors. Pupils' input in their learning is valued by school staff and pupils alike and many classes have co-created their own class charter of expectations. Pupils in School A are encouraged, where possible, to communicate their views, feelings and wishes through a range of whole-school and individualised interventions.

Description of activity

During the last few years, the school has aimed to embed children's rights more effectively by identifying four key articles of the UNCRC, one of which is article 12, and has simplified them so they are memorable and meaningful to the children and staff. These rights are displayed and used meaningfully throughout various learning experiences. Secondly, the school council and eco council meet approximately six times a year to discuss aspects of school life that affect them. Their opinions and views are often considered when planning school events, budget spending and staff recruitment. Pupils with difficulties communicating verbally are well supported to develop their oracy skills alongside makaton signing, communication books and non-verbal communication.

What impact does this activity have on learners

Many pupils show an awareness of their rights and can identify that they have a right to be listened to and should listen to others. Staff and pupils act respectfully to each other and are encouraged to listen to the views of others. Members of the eco-council and school council are enthusiastic and feel empowered by the impact they have had upon their school and it has supported the development of key skills that will benefit them throughout their lives. Pupils who enter the school with difficulty communicating verbally generally make excellent progress with their communication skills throughout school which also supports their behaviour regulation and social skills.

Professional development

The elective placement has been an extremely informative experience and has provided invaluable knowledge and understanding of how to support pupils who have difficulty communicating verbally and a special school environment and will be helpful to inform my own professional practice in the future.