

See Me! Hear Me! A Voice for Every Child

See Me! Hear Me!
'A voice' for every child



Gary Coffey – Headteacher at Ivy House Special School (Derby)



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Ivy House School



- 2 – 19 special school for children with severe and profound learning disabilities.
- Unique position in Derby, as the only school of its kind for children with complex health needs.
- We focus on the individual needs of every child and use the basis of the Early Years Foundation Stage as the building blocks to learning across the school.
- Pride ourselves on being the best we can be and in working with others to continually develop our own delivery and offer.

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Looking at...

- Starting with the child at the centre
- Importance of working with others
- Securing outcomes for the future

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Starting with the child at the centre

Developing infants are known to integrate a number of modalities: gesture, body movements, facial expression and vocalisations as means of communication prior to the development of speech as the primary linguistic mode



Unique

Personality

Capit, Iverson, Pizzuto, and Volterra, 1996;
Grove, 1997; Smith, 1997; Roy and Panyk, 1997

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Starting with the child at the centre

We need to acknowledge and know that every child, regardless of their ability, is a person with their own uniqueness and personality – we have to work harder at trying to understand this.



Unique

Personality

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Starting with the child at the centre



Unique

Personality

Lived experience

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Lived Experience

- "What a child sees, hears, thinks and experiences on a daily basis that impacts on their personal development and welfare whether that be physically or emotionally. Ultimately, we need to put ourselves in that child's shoes and think "what is life like for this child right now?"
<http://www.safequardiacambspeterborough.org.uk/children-board/professionals/lived-experience-of-the-child/>
- The birth of a child sees parents and other givers taking on the roles as educators, advocates, information seekers and spokesperson on behalf of their child. When that child has [a] disability the complexities of these roles increase"
Australian Institute of health & Welfare, 2004; Barr & Millar 2003)
- "The kind of brain that each baby develops is the brain that comes out of his or her particular experiences with people."
Gethardt, Sue. Why Love Matters: How Affection Shapes a Baby's Brain. Vol. Second edition, Routledge, 2014.

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Starting with the child at the centre

Factors affecting communication



Unique

Personality

Change is OK

Lived experience

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Communication is as unique as the child...



Be that 'information seeker' and know the child well – how do they communicate joy?

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Communication is as unique as the child...



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Importance of working with others

Coordinated response



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Importance of working with others

"The local authority **must** engage other partners it thinks appropriate to support children and young people with SEN and disabilities."



Section 3: Working together across education, health & care for joint outcomes

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Importance of working with others

- Health care workers
- Social care
- Community physios
- Community O.T
- Speech & Language Therapy
- Derby Specialist Teaching & Educational Psychologists



Know the local area and provision and what's already being accessed

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Importance of working with others



Dr Eunice Lumsden's Unique Childhoods flashcards

Family play a crucial role in helping to give their child a voice and be heard



UMBRELLA embracing abilities

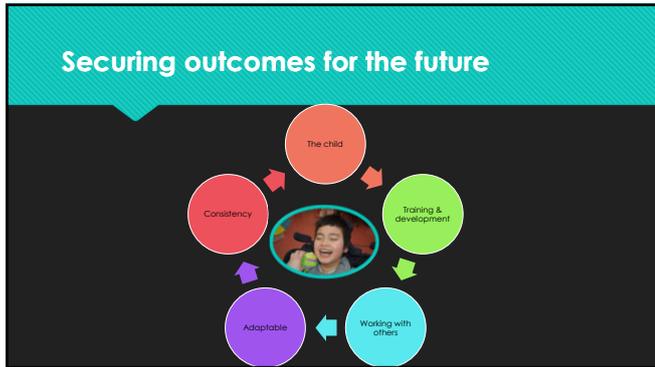
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Informal family mornings

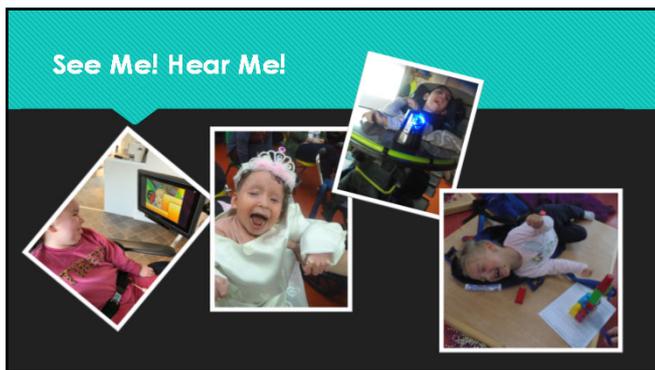


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