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SEND representation on School Council and other groups

A flourishing, respected and listened-to School Council can have a profound impact on the ethos of a school community.

It is usual to have democratic representation from tutor groups and year groups.

Is it a step too far to have representatives with SEND specifically on the Council?

Consider if this may set precedence for other minority groups. However, what if there were focus groups to support a term or year of direct action?

Learners with SEND are keen to have a voice, but may find it hard to express it. Through peer support, or TA/teacher involvement, it is important that the views of learners with SEND are acknowledged and heard.

ANTICIPATE

ANTICIPATE positive whole-school ethos

QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT VBC- relating to CYP who show bullying behaviours, who are being bullied and the wider community
PHASE	ALL **ALL**	VBC
WHAT YOUNG PEOPLE SAY	Pupils with SEND keen to be involved in awareness-raising activities; this would build self-confidence and esteem; all young people need to be aware of what bullying behaviours are; the rules in a school environment; what they need to do if they witness it;	
WHAT PARENTS SAY	Be seen to actively discourage bullying behaviours school-wide activities; discussions in class; question and answer sessions; projects on bullying; whole school confidential surveys; School Council debate; anti-bullying assemblies; grow a climate where pupils have the right not to be bullied	
WHAT RESEARCHERS SAY	"Within-child characteristics are modified or even determined by characteristics of the school context in which children operate" "Active peer support/interventions in social context/empathy and understanding only work within a whole school culture of tolerance and fairness"	
COST RESOURCE	Easy to implement… but needs very careful consideration reflecting equal opps and whole school ethos	
RELATED STRATEGIES		

[Anti-Bullying Alliance]

ACHIEVEMENT FOR ALL