



Derby City Council

Voice of the Child ...  
so what difference will it make?

# Improvement Ladder

Children and young people with Special  
Educational Needs and Disability

**Name** ..... **Age**.....

**Today's Date** .....



# Guidance for Practitioners

## Improvement Ladder

### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To enable the child or young person to identify any worries they may have.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

### Overall Guidance

- The child or young person should fill out the worksheets (the practitioner can support the child or young person but it is important that you write exactly what they say). If you discuss this with a parent/carer or key worker it should be recorded that it is their view and not that of the child or young person.
- For children and young people with visual impairment it may be necessary to modify the relevant worksheets to their preferred reading formats. For example: specific font and line spacing and coloured paper. The child or young person should be able to tell you their preferences, or you could speak to a specialist/ advisory teacher for visual impairment.
- Remove all expectations on how long sections should take but be clear from the onset how long the session will be. Attention spans and the amount of engagement will vary widely but all children and young people will benefit from an understanding of how long the session will take overall and what will happen.
- It is important to plan a safe space for children and young people to participate in this work and consider their level of development, preferred method of communication and functioning.
- The practitioner supporting the child or young person must be knowledgeable about their special educational needs and the possible effects this might have on their understanding and interpretation of the exercise.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper and coloured pens, photographs, toys.



## Action Plan and Review

- The child or young person [with the support of the practitioner] should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family [TAF], Children in Need [CIN] Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## Outcomes

- The child or young person should be able to identify and share any worries or concerns they have.
- The child or young person should feel able to inform where positive change needs to take place.
- The child or young person should feel they have experienced positive change.
- The child or young person should feel they are being supported to make a positive change.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

## Guidance

What resources do I need?

- What are my worries?
- This is what I would change by waving my magic wand
- How will things get better?
- Action Plan and Review
- Photos/Pictures/Symbols
- Pens, crayons, paint
- Paper

## What do I do?

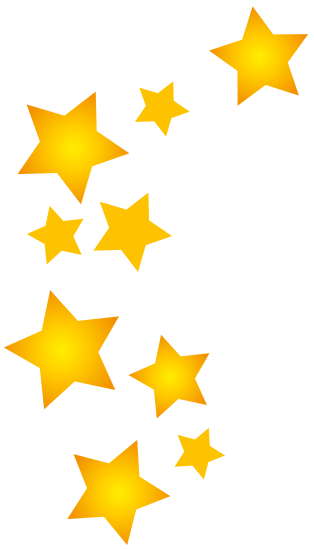
- To meet the needs of the individual child or young person decide whether to use the worries worksheet or the magic wand worksheet first, but you still need to use both worksheets.
- Explore with the child or young person the things they would like to change or get better and their worries or concerns.
- Place the worries sheet at the bottom of the ladder and the magic wand is for the top of the ladder. Then explore with the child or young person how they get from the worries sheet to the magic wand sheet using the ladder.
- Write under each rung of the ladder how they would like things to change, this does not need to be in any numerical or logical order.

# What are my worries?





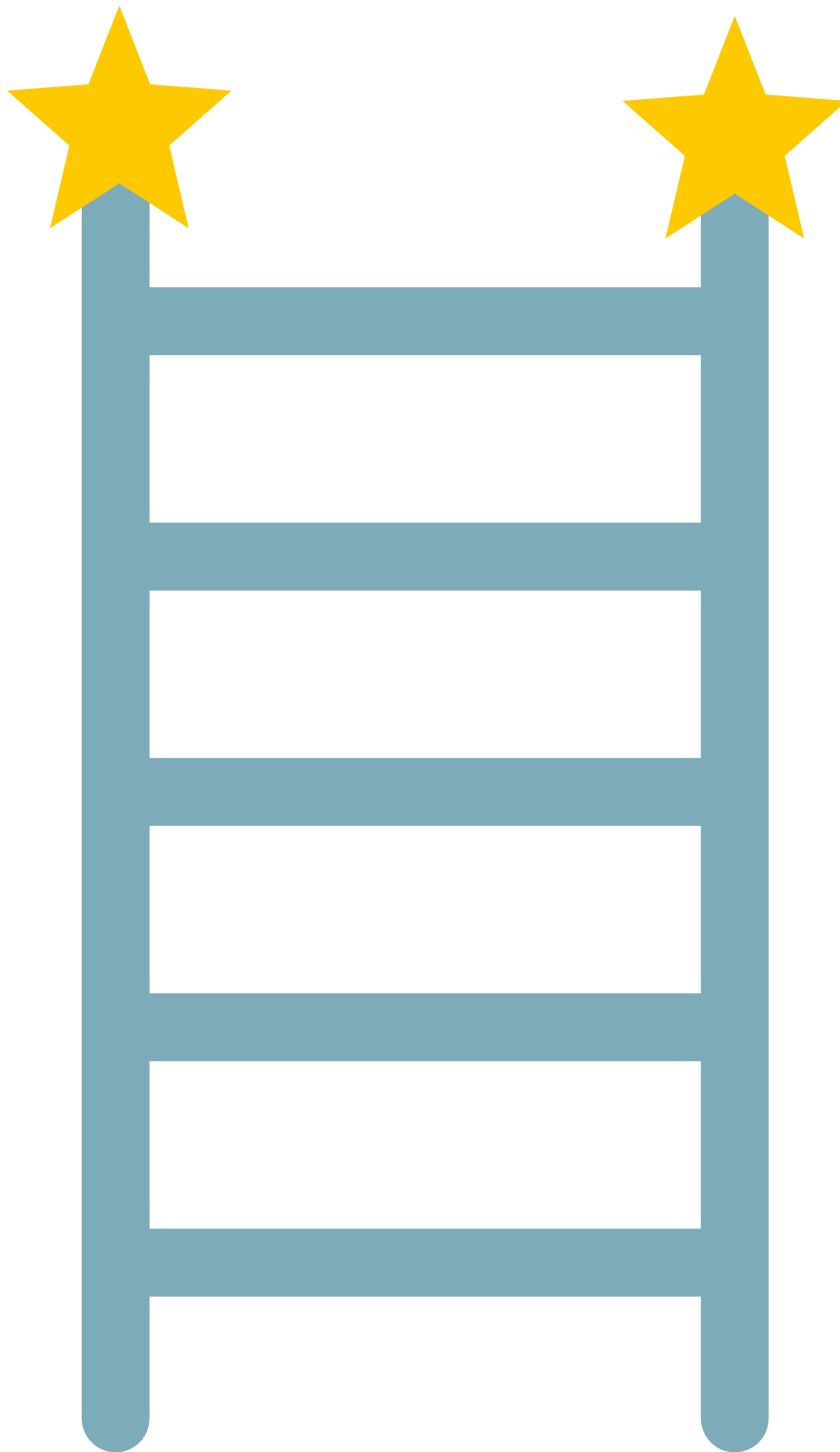
**This is what I would  
change by waving my  
magic wand**





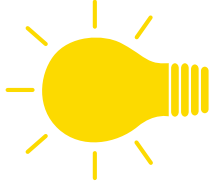


# How will things get better?





# Action Plan



Name .....

Date .....

What is going to help you?	How is it going to help you?	Who is going to help you?	When would you like it to start?
What else might help?			

# Review



Name .....

Date .....

How much has it helped you?

A lot

A little

Not at all

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