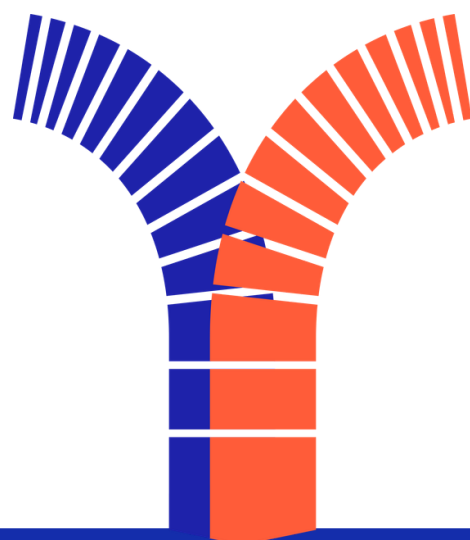




Further Reading Guide: Inclusive Pupil Voice



1. The SEND Code of Practice (DfE & Department of Health)

Why read it?

To understand the statutory expectations around participation, person-centred practice and involving children and young people in decisions that affect them.

Key takeaway for school leaders

Pupil voice is a legal and moral responsibility; participation should be meaningful rather than tokenistic.

Practical implication

Audit how pupils with the greatest communication needs currently influence PE and wider school decision-making.

2. Creating a Culture: How School Leaders Can Optimise Behaviour (EEF)

Why read it?

Explores how belonging, routines and relationships create cultures where pupils feel safe to contribute.

Key takeaway for school leaders

Consistent routines make participation predictable and accessible.

Practical implication

Consider how regular, familiar pupil voice routines can become embedded within curriculum review cycles.

3. UNESCO Quality Physical Education (QPE) Guidelines for Policy-

Makers

Why read it?

Sets out international principles for inclusive, learner-centred physical education.

Key takeaway for school leaders

High-quality PE should adapt to learners rather than expecting learners to adapt to PE.

Practical implication

Review whether curriculum content genuinely reflects the interests, identities and needs of all pupils.

4. Youth Sport Trust – Inclusion Live Week

Why read it?

Offers practical examples of inclusive practice across PE, school sport and physical activity.

Key takeaway for school leaders

Inclusion is achieved through thoughtful planning, communication and adaptation rather than separate provision.

Practical implication

Evaluate whether every pupil can meaningfully express preferences and influence learning.

5. Communication Matters – AAC in Education Guidance

Why read it?

Demonstrates how augmentative and alternative communication (AAC), symbols and communication systems can remove barriers to participation.

Key takeaway for school leaders

Communication methods should be adapted to the learner rather than expecting one approach to suit everyone.

Practical implication

Explore whether PE feedback systems are accessible for pupils using AAC or alternative communication approaches.

6. Black & Wiliam – Inside the Black Box

Why read it?

A classic text on formative assessment and using learner feedback to improve teaching.

Key takeaway for school leaders

Assessment should shape future learning rather than simply judge performance.

Practical implication

Use pupil voice as formative assessment that informs curriculum design and sequencing.

7. Tom Sherrington – The Learning Rainforest

Why read it?

Examines how responsive teaching develops over time through listening, reflection and adaptation.

Key takeaway for school leaders

Effective curricula continually evolve in response to learners.

Practical implication

Shift from viewing curriculum as fixed towards seeing it as something refined through ongoing dialogue with pupils.

Suggested Reading Sequence for Busy School Leaders

If time is limited:

Start Here

- SEND Code of Practice
- Creating a Culture: How School Leaders Can Optimise Behaviour (EEF)

Then Read

- UNESCO Quality Physical Education Guidelines
- Youth Sport Trust – Inclusion 2024
- Communication Matters – AAC in Education Guidance

Finally Explore

- Inside the Black Box (Black & Wiliam)
 - The Learning Rainforest (Tom Sherrington)
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Three Leadership Questions to Reflect On

1. Whose voices currently shape our PE curriculum—and whose voices might we still be missing?
 2. How accessible are our pupil voice processes for children and young people with communication, physical or sensory needs?
 3. If our curriculum genuinely reflected the interests, strengths and aspirations of every learner, what would we stop doing, continue doing and introduce next?
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