



YOUTH
SPORT
TRUST

WELL
SCHOOL
COMMUNITY



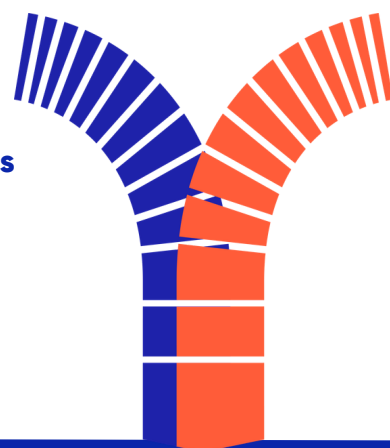
Inclusive Pupil Voice in Physical Education

Brief Summary for School Leaders

This case study from Springhead School demonstrates how meaningful pupil voice can become an integral part of curriculum design,. Using a total communication approach—including symbols, objects of reference, signing and communication aids—the school has developed a simple, consistent process that enables every child and young person to influence the PE curriculum. Rather than viewing pupil voice as a one-off consultation, Springhead has embedded it as a regular part of curriculum review.



Lead Well.



This resource has been designed based on the Well Schools Lead Well pillar.

Key messages

1. Meaningful pupil voice must be accessible to everyone

Springhead recognised that traditional approaches to gathering feedback would exclude many pupils. By adapting communication methods to individual needs, every learner is able to contribute to decisions about their PE experience.

2. Simplicity and consistency encourage participation

Rather than creating new surveys or questions each time, the school uses the same four questions and familiar widget symbols every half term. This predictable approach reduces cognitive load and enables pupils to focus on expressing their views.

3. Curriculum design should be responsive, not static

Pupil feedback directly influences curriculum planning. Staff recognise that as cohorts change, so too should the curriculum, creating what Springhead describes as a "movable feast" that reflects the young people currently attending the school.

4. Inclusion means balancing aspiration with practicality

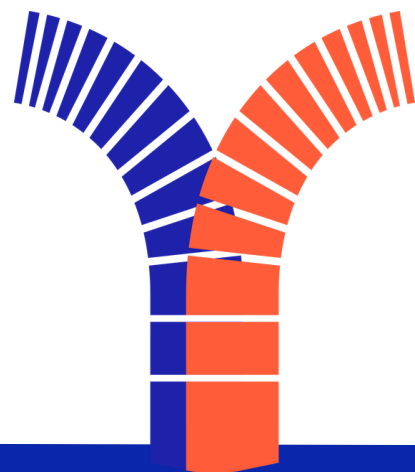
Whilst pupils are encouraged to share their preferences, staff ensure that choices presented are realistic and deliverable. This creates authentic participation whilst managing expectations and maintaining a curriculum that can be successfully implemented.

Implications for School Leaders

- Review whether current pupil voice processes genuinely include children and young people with the greatest communication or physical needs.
- Consider whether PE curriculum review is an ongoing process or a one-off annual exercise.
- Support staff to use communication methods that are familiar, accessible and proportionate to pupils' individual needs.
- Ensure pupil voice informs curriculum development in meaningful ways, whilst remaining practical and sustainable.
- Foster a culture where pupils see that their feedback leads to visible change, strengthening engagement, belonging and trust.

Leadership reflection question

How confident are you that every child and young person in your school—regardless of their communication, sensory or physical needs—has an authentic opportunity to shape the PE curriculum they experience?





SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

Registered company number 4180163

