

## **Questionnaire Guidance Notes for Teachers**

### **About Whizz-Kidz**

Whizz-Kidz is a national charity which aims to give disabled children and young people the independence to enjoy an active childhood – at home, at school and at play.

Whizz-Kidz is the biggest provider of powered and lightweight wheelchairs for disabled children and young people, after the NHS as a whole. The charity also provides a range of services to support disabled young people throughout their childhood and transition to adult life, including work experience placements and a network of Ambassador Clubs around the country where they can meet other disabled children, campaign on issues that matter to them and take part in life skills training.

Our Ambassador Network (which now boasts over 400 young members aged 6 to 25 years old) is led by the fantastic Kidz Board, a group of 12 disabled young people aged between 13 and 18, who act as spokespeople for the charity and other young disabled people around the UK. Each member has had personal experience of being bullied at school, prejudices from young people and adults alike, and general inequalities that are all too common for disabled people in today's society. Instead of complaining about their experiences the Board work with, and try to influence people who can make a positive change. They always strive to find practical solutions to problems and raise awareness in a fun and dynamic way.

### **About the questionnaire**

This questionnaire is going out to over 20,000 schools around the UK and is specifically for young disabled people from the age of 8-19. The questions were written by the Kidz Board, who hope to find out what life is like for young disabled people at school in 2009. The findings will go into a report which the Board intends to present to Ed Balls at a meeting later in the year. This will highlight good practice and also areas which need to be improved. It will also help the Board to influence other organisations and local authorities to help improve the lives of disabled young people around the country.

The Kidz Board really need your help to get the questionnaires completed. It is vital for the Kidz Board to have hard facts and figures to take to their meeting with Ed Balls. And as a school, you could really help towards improving the lives of disabled young people by giving your disabled students a voice.

## **Completing the questionnaire**

The questionnaire can be completed online using the following link:

[http://www.surveymonkey.com/s.aspx?sm=WePertwTPAdwO\\_2bFcyGCGRw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=WePertwTPAdwO_2bFcyGCGRw_3d_3d)

Alternatively it can be printed out from the website (<http://www.whizz-kidz.org.uk/getinvolved/nationalschoolsconsultation/>) in the form of a hard copy. You can then post it back to us freepost at:

**School's Consultation  
Whizz-Kidz  
FREEPOST LON 10990  
LONDON  
SW1E 5BR**

The questionnaire should take in the region of 10-20 minutes to complete, depending on the age and ability of the student. The survey has also been designed so that certain age groups will only be asked questions that are relevant to them, so for some students it will be shorter than others.

There is a glossary at the bottom of the guidance notes to explain some of the terms used.

Some students may need support to fill out the questionnaire or might like to work with a friend. You may wish to facilitate the completion of the questionnaire, but it is important that you bear in mind that it is a confidential questionnaire and that some questions may be sensitive.

There are a few questions related to the student's relationship with teaching assistants; if a teaching assistant is aiding the student in the completion of the questionnaire it might be advisable to have someone else help him or her so that they may be honest in their answers. The questionnaire is in font size 16, so if you have a student that is visually impaired they might need assistance to read it.

N.B. If you are attempting to complete the hard copy of the questionnaire, whereas the online copy guides the student through relevant questions, the hard copy cannot.

### **Exploring disability issues with your students**

You might wish to spend time during a lesson exploring some of the important issues disabled young people face such as bullying, discrimination and accessibility. Or alternatively, depending on your school, you could approach the issues during assembly time or tutor time. It might be advisable for the SENCO at your school (if it is a mainstream school) to co-ordinate how the questionnaires are going to be completed and also to provide further guidance on delivering lessons, or assemblies around the various issues.

The lesson plans included in the guidance notes are just some ideas for you to take from or adapt, obviously it depends on your type of school and the makeup of your class and whether or not you have the time and means to do this. Below are some ideas to get you thinking.

## Lesson Plan Ideas: Mainstream School

<p><b>Starter</b></p> <p>Present a variety of pictures/sentences to the class on racism, sexism, homophobia, and disablism and asks the students what they think they have in common. You could briefly touch on the ideas of bullying, equality and respect here.</p> <p>What sort of problems do young disabled people face every day? Students could think of these individually or you could ask them to work in pairs or small groups. This could be made into a timed activity/ competition where an individual, pair or team have to think of the most amount of issues faced.</p>	<p><b>Main Activities</b></p> <p>Read through the case study 1 with the class (Samuel): Discuss the issues that Samuel faces every day.</p> <p>(It is important that you explain what cerebral palsy, hydrocephalus and spina bifida are. If you have access to a whiteboard in your classroom or a computer room you could use the following links, or the students could spend 5/10 minutes researching these conditions.) <a href="http://www.bbc.co.uk/health/conditions/hydrocephalus2.shtml">http://www.bbc.co.uk/health/conditions/hydrocephalus2.shtml</a> <a href="http://www.bbc.co.uk/health/conditions/cerebralpalsy1.shtml">http://www.bbc.co.uk/health/conditions/cerebralpalsy1.shtml</a> <a href="http://www.bbc.co.uk/health/conditions/spinabifida2.shtml">http://www.bbc.co.uk/health/conditions/spinabifida2.shtml</a></p> <p>Read through case study 2 with the class (Kamilla) Discuss how this young person's story is different and why- what has improved their quality of life? How could Samuel's life change in a positive way?</p> <p>If you have a confident class you could use drama techniques to hot seat Samuel - What sort of questions would you ask him? How would he respond to the questions? What changes need to be made?</p> <p>Alternatively, in groups, students could write a short poem or diary entry expressing how they would feel if they were Samuel, after modeling some phrases, words and answers to questions. Depending on the student/s in your class you could discuss what they have faced as a young disabled person if they are confident enough to do so, and how it has affected them. They could write a diary entry or poem expressing how they feel.</p>	<p><b>Plenary</b></p> <p>Mind map different ideas of how you could help to make your school more disabled friendly; or draw a new plan of some of the school, maybe the canteen or a specific classroom, with the ideas for making it more accessible.</p>
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## Lesson Plan Ideas: Special Needs School

This can obviously be adapted to suit the needs and abilities of the students in your class.

<b>Starter</b>	<b>Main Activities</b>	<b>Extended Plenary</b>
<p>What is one thing you have faced as a disabled person that has made you very angry or frustrated? Share the experiences as a class. Discuss the words equality, bullying, respect.</p> <p>You could use drama here- role play/still images, to show some of the experiences (in pairs or small groups) if this is a worthwhile activity for your class.</p>	<p>How would you want things to be changed to make your life easier?</p> <p>Create a poster, make a speech, record a video diary blog, write a letter, or draw a picture to express how you would like something to change e.g. negative attitudes, or accessibility.</p> <p>There is also potential here for older students to assess their school or college building, finding out if there are any areas that could be adapted to make the building more accessible. This again depends on the type of school you are at and whether or not it is fully accessible for disabled people. They could propose the changes in the form of a presentation, speech, technical drawings, etc.</p>	<p>Perhaps you could use this time for the students to fill out their individual questionnaires, or alternatively how they could turn their negative experiences into something positive. What achievable goals can be set? How could each individual student go about creating a positive change?</p>

<p><b>Case studies for mainstream lesson plan</b></p>	<p><b>1. Samuel, 16, has cerebral palsy and uses a manual chair:</b></p> <p>‘I am in a wheelchair as I cannot walk unaided. Tomorrow I am meeting the doctor again so he can try to make me better. I have been to the hospital many times this year already, often for weeks at a time. This means I miss school and have to repeat my lessons at home. I look out the window and see everyone moving around freely, whilst I’m stuck in bed. I would like to be normal like other children.’</p>	<p><b>2. Kamila, 11, has hydrocephalus and spina bifida and uses a powered wheelchair:</b></p> <p>‘When I am at home, I’m not disabled. We live in an adapted bungalow, with low door handles and no steps. My bedroom is bright pink and is tucked away at the end of the house, where I can speak to all my friends using my voice-recognition computer and my video phone. I can travel to my school with my friends now; we always stop and stock up on sweets on the way. The pathway is flat and there is a ramp at the entrance.’</p>
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## Glossary

**Bullying** – Behaviour that causes hurt or offence to another person.

**Learning Difficulty** – When a person finds it difficult to read, write and learn at school (Includes dyslexia, dyspraxia and dyscalculia).

**Medical Condition** – A disease, illness or injury that the person needs medicine or help for.

**Physical Disability** – A condition that stops or limits movement of a part of a person.

**Respect** – To be able to listen to and understand someone’s feelings and opinions.

**Work Experience Placement** – A temporary job that is for experience and isn’t paid.

For further information or help with the questionnaire please call 0207 233 6600, or alternatively email [p.gillespie@whizz-kidz.org.uk](mailto:p.gillespie@whizz-kidz.org.uk)