**SEND in Museums Project 2019**

**Case Study Form**

**1. Name of Museum and SEND partner**

Banbury Museum and Frank Wise School

**2. Museum contact**

Vicki Wood

**3. Dates took part in the project**

 May and June 2019

**4. What were the project aims?**

* To build understanding and confidence between the Museum and Frank Wise School
* To train Museum staff in meeting the needs of SEND audiences
* To do this by piloting a sensory gallery workshop based on Banbury history, focussing on objects beginning with C – ‘C for Yourself!’

**5. What kind of resources were created?**

A range of sensory props and activities to link with each object beginning with C. For example, listening tins with recordings of a ticking clock to link with the grandfather clock, from Banbury’s Quaker clockmaking industry. Smelly cow poo cubes to link with Banbury’s cattle market.

**6. What was the impact of the project/training?**

*Please tell us what new skills, knowledge and confidence museum staff, volunteers and your partner teacher/school and their students gained:*

Museum staff gained:

* **Knowledge of**
	+ Changing Places toilets
	+ need for a separate space - in addition to the workshop/ gallery space – for down time and any medical/ quiet time requirements
	+ need to provide resources that can be used in a multi-level way eg swatches of cloth that all children can feel and enjoy but some children can use to focus on clothes in the gallery and link with cloth industry
	+ Importance of greeting the group outside the museum and leading them in
	+ The signs and symbols used by SEND groups and how SEND individuals can
* **Skills and confidence**
	+ Confidence in delivery to SEND audiences
	+ Ability to understand and work with the various levels of ability within a SEND group

School staff gained:

* **Knowledge of**
	+ Banbury Museum as a visitor attraction – teachers from FWS now know us better and understand the facilities we can and cannot offer
	+ Our resources and how they can be used.
	+ How to engage pupils with Banbury History
* **Skills and confidence**
	+ Confidence and skills to work with their pupils in a gallery space
	+ Confidence that museum staff can provide resources and deliver sessions that make the Museum meaningful for their pupils.
	+ Confidence that their pupils will enjoy the visit

Pupils gained:

* **Knowledge of**
	+ Banbury Museum and some aspects of Banbury history
* **Skills and confidence**
	+ Confidence to come out to the Museum and enjoy the gallery setting
	+ Skills to enjoy the sensory resources and have a go at interpreting them and linking them to objects/ stories in the gallery

*What new practices, policies and resources (including equipment) will your museum need as a direct result of this project?*

The Museum now needs to:

* Actively engage with SEND audiences
* Make sure staff and volunteers are confident to welcome SEND people and understand their needs
* Have a policy that SEND groups always have access to an additional room separate from the workshop/ gallery
* Expand the range of SEND- appropriate interactive material we have and make these accessible to all visits.
* Make sure that the needs of SEND groups are imbedded in new gallery designs
* Make sure the Board is aware of our work with SEND audiences and the importance of this and that policies reflect this
* Write a new webpage explaining to SEND groups what we have and do not have available
* Make the most of our new connection with Frank Wise School
* Learn about picture symbols and basic sign language

*How will special schools and other SEN (special educational needs) visitors gain a better service as a result?*

* They will know more about us before they visit (from webpage)
* They will feel welcomed and confident about coming to us
* They will have more resources so that SEND people will have a more enjoyable, interesting and fulfilling experience at the Museum

*How will you know if your visitors have greater enjoyment from their experiences?*

* We have a simple touch screen for all visitors to ‘score’ their visit with a very simple visual system (green smiley face ….to red sad face) and we can encourage all sighted visitors to use this.
* For sighted SEND visitors we could use evaluation sheets with the kind of symbols the pupils used for their feedback at FWS
* For some visitors we can ask carers for additional feedback

**7. What went well and what didn’t go well?**

*Please tell us about the timing and time commitment of the project for you and your partners?*

* The project was deliberately simple and designed not to be too time consuming. The steps included:
	+ Short meeting between Vicki and Amy at FWS
	+ Morning at SEND project opening conference at RRM where Amy and I initially decided to pilot a story-telling workshop
	+ Email exchanges, including with Sam and Martin, and a story telling trainer:
* Cost of story-telling training proved too expensive
* Decision to change to a sensory workshop
* Idea to concentrate on Banbury history and lots of things beginning with C.
	+ Meeting with Vicki and Amy at the Museum to walk through the facilities and the gallery, picking out the best objects to focus on think how to link these with sensory props and activities. Thinking about simple means of evaluation using symbols and photos
	+ Email exchanges, including with Sam and Martin, refining ideas and where to find resources and evaluation ideas
	+ Completing admin eg suppliers sheet, permissions sheet
	+ Purchasing supplies and allocating resources to (pre-existing) cotton feelie bags
	+ Making symbols sheets
	+ Emails and phone calls between Amy and Vicki to plan pilot session
	+ Running pilot session
	+ Afternoon at FWS discussing the session, looking at photos, reflecting and feeding back
	+ Email exchanges with feedback and photos
	+ Writing case study

 *Was the consultant/trainer the right person for the job and why?*

Martin was always very responsive and encouraging and came up with imaginative ideas when we got stuck! His knowledge of resourcing and evaluating was great and with his help we felt confident we were on the right track.

*How did you encourage everyone in your organisation to engage in the project?*

 *How did your partner school engage in the project?*

I included information about the project in Board reports, 1-2-1s, team meetings and in our staff and volunteer newsletter, and in the Museum diary.

FWS were fully on board with the project and very much engaged, despite the short timescale. Amy really helped with advice about what would work with her pupils and what would not. She organised the photography, note-taking on the day and the production of sheets with symbols. She made sure the pupils had time to reflect on their experience and learning and provide feedback. She passed this on extremely promptly.

**8. What are your top tips for working with SEN schools and other SEN audiences?**

* Don’t be scared
* What SEND people find fun, most people find fun eg dressing up, fake turnips, velvety cloth, cannon ball noises
* Make sure there’s a separate room available
* If possible arrange a pre-visit
* Talk to all Front of House staff before the visit and on the day
* Check all lifts are working
* Check which entrance the group is coming through and meet them outside
* There is diversity within a SEND group so workshops and resources have to have scope for differentiation.

**9. What are your plans for the future?**

*How will the learning from this project be implemented in your organisation?*

*What further work has this project identified, and how do you plan to address this?*

As stated above we plan to:

* Actively engage with SEND audiences
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**10. Which of the following has this project impacted on for your museum? (tick all that apply)**

 **Yes -** *Access to and interpretation of collections*

**Yes -** *Investing in children and young people*

**Yes -** *Engaging diverse communities*

**Yes -** *Creative Case for Diversity (see* [*www.artscouncil.org.uk/diversity/creative-case-diversity*](http://www.artscouncil.org.uk/diversity/creative-case-diversity) *for more details)*

**Yes -** *Developing a diverse and skilled workforce*

**Yes -** *Improving resilience and sustainability*

**11. Cost for the museum during the project, including materials and staff time?**

Materials – around £200 (final admin still to do)

 Travel – approx. £30

 Staff time – approx. £600

**12.** **Photographs of museum visit and creative response back at school, images of children’s artwork, plus copy of completed resources in electronic format.***Please label and send as email attachments. All photographs need a signed South East Museum Development Programme Photo/Film Permission Form signed by the school.*

 To be sent separately. Photo permissions all now received from Frank Wise School. Single use camera on the way.

**13. Quotes**Please add quotes from museum staff, volunteers, teachers, students about the project.

Quotes from FWS

Thank you for a lovely morning.

We have just spent the afternoon looking at the photographs and discussing our favourite parts (see work just sent via email).

The pupils had a great morning so thank you!

In terms of logistics, we were really pleased with the access (lifts, large toilets, space for us to leave our belongings and to go when we needed a break). It was great that you met us outside to introduce yourself to the children too.

The session was extremely engaging for all our pupils. The activity gave a meaningful purpose for using the museum effectively. All of the resources could be accessed by each individual and as you could see, they all had their own personal preferences which was great to see!

You engaged with the pupils really well, asking them questions, making sure they were all given the opportunity to explore the different resources. Thank you for that. The resources were very sensory based but were delivered in a way to promote higher order thinking skills and could be accessed at all different levels.

In terms of relating to the curriculum, pupils were able to explore a local place but in a fun and exciting way. They were able to travel through the history of Banbury in a motivating and engaging way. As you could see, the pupils felt very comfortable throughout the visit and were all keen to have a go!

Thank you so much again :)

Quotes from Vicki Wood at Banbury Museum

At first I was concerned that, as I am new in post, I would not have the capacity to deliver this project, but actually the timing has been great as I can see how SEND work can be integrated into the overall redevelopment of the learning services here. Also, many of the resources that are engaging for SEND individuals also add some wow factor to all children. The project has therefore financed a basic set of sensory resources which can be used with many audiences.

This project has taught me so much in terms of knowledge and skills and really built my confidence working with SEND audiences. It’s been great to get to know our local SEND school and understand more about the pupils’ needs.

Working with Amy and her pupils has been very rewarding and I look forward to more work in the future.