**SEND in Museums Project 2019**

**Case Study Form**

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

National Museum of the Royal Navy and The Willows Centre for Children

**2. Museum contact**

Claire Hargreaves and Nicola Sandy

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

10th May Staff from Willows visited the Victory Gallery and HMS Warrior

 16th May Children took part in a Make your Mark early years session at the Museum

 7th June Museum staff visited Willows Centre and worked with SEND partner on initial planning ideas

 12th June Museum staff visited the Willows Centre, observed Sensory Story telling sessions and developed plans in more depth

 13th June Children visited HMS Warrior to familiarise themselves and for staff to observe their interests

 14th June Children visited HMS Warrior to familiarise themselves and for staff to observe their interests

 21st June Children visited HMS Warrior to familiarise themselves and for staff to observe their interests

 26th June SEND partner visiting HMS Warrior to finalise story details

 28th June Children visiting HMS Warrior to trial Sensory Story

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

* To create a sensory story for HMS Warrior for use with SEND groups either in their settings on board the ship
* For Museum staff to learn more about the needs of SEND groups to better inform practice
* To get inspiration from the children themselves when creating a new resource
* To create a pilot resource that can be trialled, refined and adapted for use across the whole of the NMRN in Portsmouth and Gosport
* To create a sustainable relationship with a local SEND partner

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

* A Sensory story book called ‘Where is the Warrior Cat’? inspired directly by the children’s interests and including images of them exploring the ship
* A sensory story resource trunk containing all the elements required to tell the story either in a setting or on board a ship
* An Attention Autism bucket, and resource bank, is in development to lend to schools in order to support children learning about HMS Warrior

**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?*

* Increased understanding of how children with SEND are engaged and inspired
* Practical information on how to make visits as successful as possible eg. Offering staggered visits so children aren’t overwhelmed,
* A clear awareness of how important it is that resources are adaptable as the range of needs within even a single class can be enormous
* More experience of taking children with SEND to museum settings
* A new line of communication between museum and setting

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

* Makaton and Inprint software in order to create more accessible resources and social stories/visual timetables to support groups
* A pop up sensory ‘safe place’ on HMS Warrior to allow groups somewhere to go if they become overwhelmed on board
* Attention Autism resources to support and prepare groups for their visits
* Changes to website to offer clear information to SEND groups regarding how their visits can work and the resources available to them

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

* Teachers will save time as we will be able to provide them with easily adaptable resources to help them prepare their groups to visit
* New sessions and resources will be available to them to support a visit
* Information online will become more transparent and clearer to help teachers decide if a visit suits them and how they can ensure it meets the needs of their children

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

* Observation (how much attention are the children paying to the story, which things are they most interested in, do they interact differently on board the ship and in a school setting)
* Feedback (both from children and adults)

**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?*

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

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

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

* Timing was very tight and having the project taking place during peak time for school visits at the museum and a very busy time of the school year wasn’t ideal. In the future it might be better to look at timing projects to coincide with quieter times of the year
* The tight timescale was also not ideal for working with SEND groups. We found that the children responded best when allowed repeat visits and time to take it all in. A longer project would allow the children more of a chance to get comfortable and engage in different ways
* The project was largely focussed on members of the learning department however we intend to use the resource as a pilot for future developments and will use the project as a way of spreading the word across the organisation in order to engage more people
* Our partner school have been brilliant. The teachers have truly embraced the concept, have been very generous with their time and expertise. The school have visited multiple times during the project and we have been made really welcome when visiting them
* We have all learnt a lot from working with each other. Before the project started we were all keen but unsure how the project would work and what we could expect to gain from it. As the project has progressed our attitudes have shifted to feel more confident about working together and the potential for SEND schools using the ship and museum (see attached files for graffiti posters)

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

* Don’t make assumptions-talk to the people that really know and understand what the children need
* Take the lead from the children’s interest-we changed the content of the story based on what they really found interesting as opposed to what we thought they would like
* Be flexible-we adapted the Make your Mark session based on the needs of the children at the time which meant they were engaged and relaxed rather than being forced into something they found difficult
* Be observant- many of the children can’t tell you how they feel about something verbally but you can learn a lot by really watching them and picking up on their cues
* Be welcoming-groups need to know you want them to visit and that you will make sure they get the experience they really need

**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?*

* This will act as a pilot which will be extended to provide similar story resource packs for other museums and ships belonging to the NMRN
* We will embed the observations we made in our general provision eg providing downloadable visual timetables, creating resources and plans for Attention Autism sessions
* We are sourcing training for Attention Autism to support its use in the museum
* We are looking at how we can adapt the sensory story for use with children with PMLD and which additional resources we would need to do that
* We want to work more closely with families with children with SEND and have proposed new programing such as Quiet openings, focussed SEND sessions and specialist tours in order to make the Dockyard more accessible to all visitors, not just schools

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

*Access to and interpretation of collections X*

 *Investing in children and young people X*

*Engaging diverse communities X*

*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)*

 *Developing a diverse and skilled workforce X*

 *Improving resilience and sustainability*

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

40 hours staff time

 Final costings TBC but the budget is allocated to producing photo books, buying new resources such as a storage trunk, replica items, sensory items etc

**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.*

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

* Claire Hargreaves (NMRN)-For me this has been a really amazing project. Working with the team from the Willows, especially Helen, has really opened my eyes to the potential we have for working with SEND audiences. We have always worked with children with all sort of needs but now I can really see new and exciting ways of taking it further and making sure we are offering something truly of value. I am really excited to see where our relationship goes next! The staff at Willows have been just brilliant-so supportive and enthusiastic whilst being so busy at work.
* Nikki Sandy (NMRN) – I’ve loved being able to work directly with a SEN school. It’s helped us reassess what we offer for SEND groups and I now feel so much more confident in supporting their visits to the site. I’m particularly excited that we have plans for a long term relationship with the Willows school, all thanks to this project.
* Helen Lawrence (Willows)-I really enjoyed working with Claire and Nikki to develop a sensory story to use on HMS Warrior. Sensory experiences are so important to the development of the children at Willows and this project has enhanced their current sensory experience. Nikki and Claire were very open to ideas and listening to how SEN children learn which allowed all our children to access this resource. I look forward to developing this resource and relationship between the Willows and NMRN. I am also excited we can involve parents in the future