

# Child's Voice Toolkit





# FOREWORD

This toolkit has been designed to support practitioners to capture the voice of the child during the CAF process. It has been divided into two parts, with part one consisting of guidance and frameworks for working in the Early Years. Part two contains a number of key resources designed to enable professionals to work in a child-centred way in capturing the voice of the child. The suggested approaches within this toolkit are in line with best practice in Early Years and ideas have been drawn from a range of sources including the Development Matters Framework.

## PART 01:

Children are often not able to express or discuss their thoughts and feelings because of their limited vocabularies and language skills, but there are many ways in which practitioners can capture these children's voices. Every child has the right to be heard and should be actively involved in all parts of the CAF process as well as the CAF review process.

### Frameworks in working with Early Years:

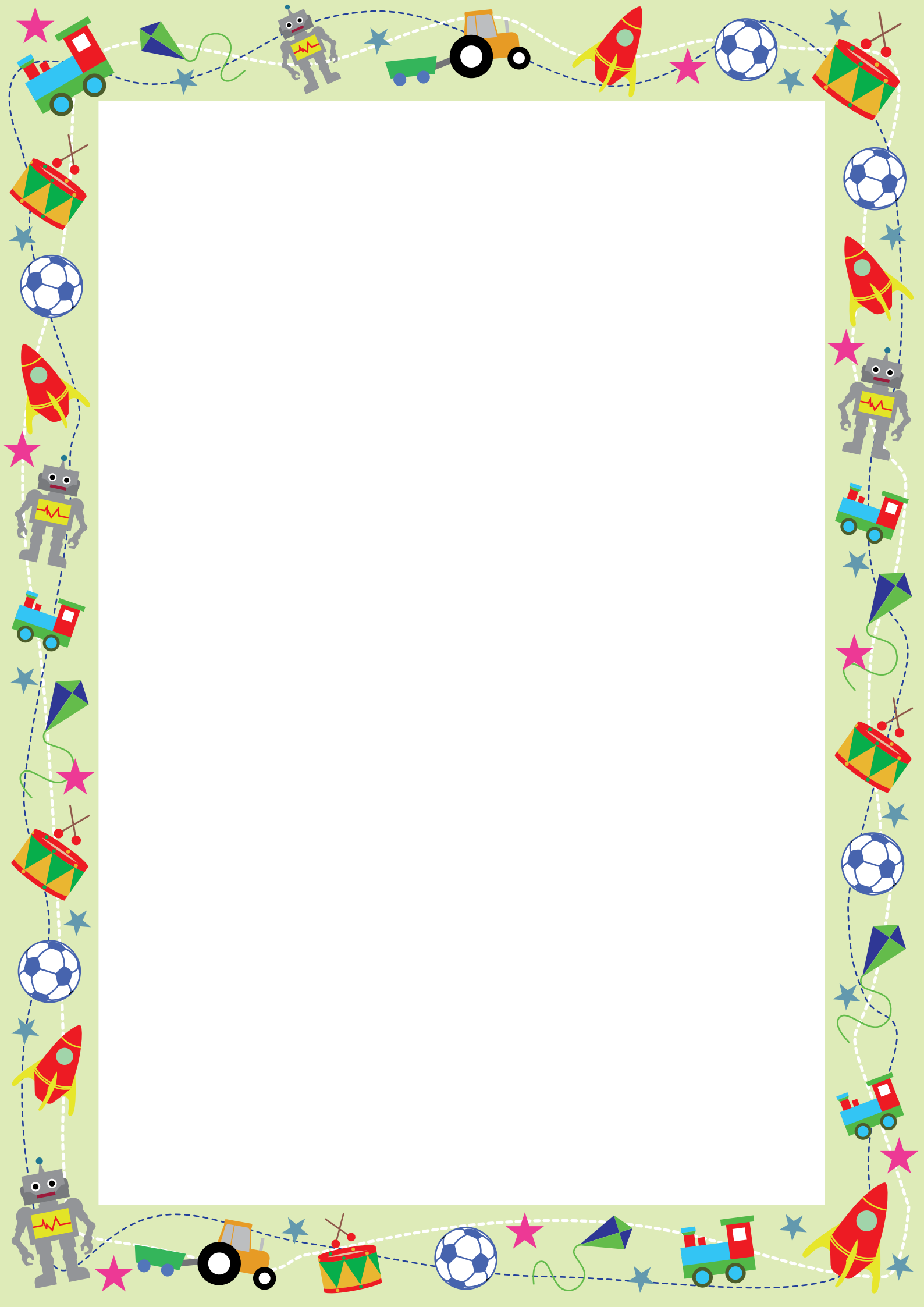
- 01** Statutory Framework for Early Years Foundation Stage (EYFS)
- 02** Development Matters in Early Years Foundation Stage (EYFS)
- 03** Early Communication and Language (ECAT)

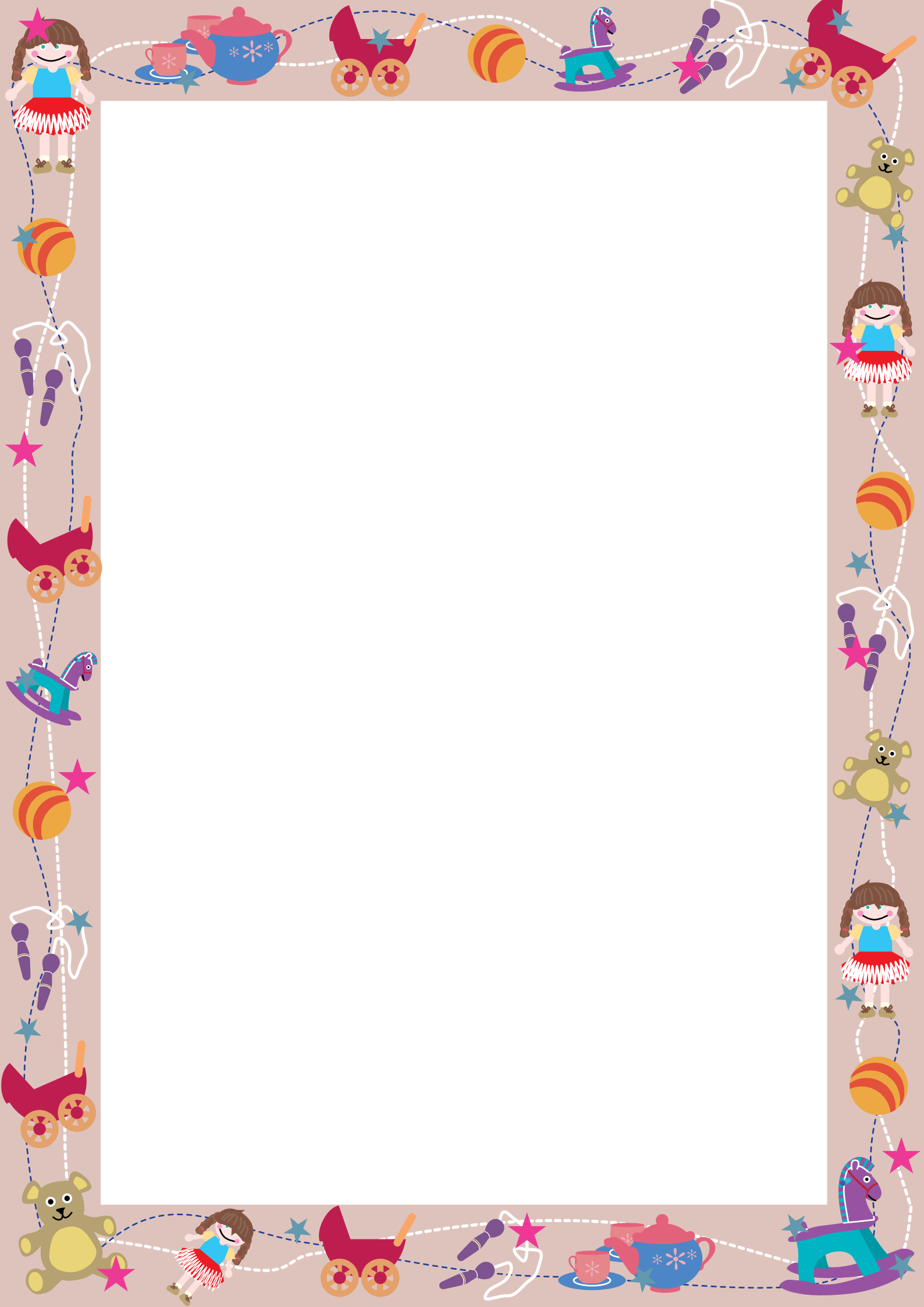
## PART 02:

There are many ways in which you can capture a child's voice and however the child's voice is collected, any evidence e.g. drawings, observations can be sent in separately in whatever format as well as being incorporated in the contents of the assessment-via the secure upload.

AREA	WHAT TO LOOK FOR/ASK THE CHILD	HINTS AND TIPS
<b>General Health</b>	<ul style="list-style-type: none"> <li>• Observations on the child – are they thriving, active, lively, tired and lethargic-give examples</li> <li>• Do any health issues impact on the child's ability to play-if so how?</li> <li>• What makes the child happy and sad, what makes them feel better when they are sad?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li><sup>a</sup> Use role play activities, puppets, small world play, clip art pictures</li> <li>• photographs</li> <li>• feelings box</li> <li>• Early Years Foundation Stage (EYFS)</li> </ul>
<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• Use observations to establish child's development regarding fine motor skills – pincer grip, hand-eye co-ordination, what do they join in with, what do they like doing, what do they dislike doing?</li> <li>• Gross Motor Skills – are they sitting, crawling, walking, running, climbing – are they motivated to join in with large physical play, what motivates them?</li> <li>• What does the child like to eat; favourite foods (if in a setting, use observations) Will the child try new foods?</li> <li>• Establish what the child likes to eat, what did they have for breakfast, lunch, dinner, what are their favourite snacks and drinks?</li> <li>• How often does the child sleep?</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Photographs</li> <li>• Role play activities</li> <li>• Books</li> <li>• Finger Puppets</li> <li>• Emotion Cubes</li> <li>• Leuven involvement Scales</li> <li>• EYFS development Matters</li> </ul>
<b>Speech, Language and Communication</b>	<ul style="list-style-type: none"> <li>• Does the child listen to songs and rhymes, do they have a favourite song or rhyme and do they sing songs and rhymes at home.</li> <li>• Can they sit and listen?</li> <li>• How long can they concentrate for?</li> <li>• Do they have a favourite book?</li> <li>• Do they interact with other children? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>• Use Every Child A Talker assessments (ECAT)</li> <li>• EYFS development Matters</li> </ul>
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• How does the child react to members of the family?</li> <li>• How does the child react to strangers?</li> <li>• How does the child play- solitary, parallel, co-operative.</li> <li>• Does the child demonstrate strong attachments?</li> <li>• Is the child out going or do they ignore adults.</li> <li>• What is the child's relationship like with its peers?</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures of key people in that child's life.</li> <li>• Observations</li> <li>• Persona dolls</li> <li>• Leuven scales</li> <li>• Family Tree</li> <li>• EYFS development Matters</li> </ul>
<b>Behavioural Development</b>	<ul style="list-style-type: none"> <li>• Does the child have 'tantrums' are they age appropriate?</li> <li>• Does the child have the ability to self soothe?</li> <li>• Can the child be calmed down when upset, if so how?</li> <li>• How long does it take the child to calm down?</li> <li>• Does the child have any coping strategies?</li> <li>• Does the child display attention seeking behaviour?</li> <li>• How does the child react to behaviour management strategies which may be used?</li> <li>• What makes the child sad/angry? Likes/Dislikes</li> <li>• Is there a pattern to any behaviour which is displayed?</li> <li>• Does the child take risks?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Clip art pictures</li> <li>• Photographs</li> <li>• EYFS development Matters</li> </ul>

AREA	WHAT TO LOOK FOR/ASK THE CHILD	HINTS AND TIPS
<b>Self Esteem, Self-Image and Identity</b>	<ul style="list-style-type: none"> <li>• Does the child tend to be happy/sad?</li> <li>• Does the child recognise family members?</li> <li>• What reactions does the child have to family members?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Photographs of family members</li> <li>• Family Tree</li> <li>• Emotion Cube</li> <li>• EYFS development Matters</li> </ul>
<b>Family and Social Relationships</b>	<ul style="list-style-type: none"> <li>• Who lives with the child?</li> <li>• Does the child have its own room?</li> <li>• Who does the child play with?</li> <li>• What types of play does the child display eg: parallel, solitary, co-operative</li> <li>• How does the child react to other adults?</li> <li>• How does the child react to other children?</li> <li>• How does the child react in large groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Photographs</li> <li>• Role play</li> <li>• Small world play</li> <li>• Puppets</li> <li>• EYFS development Matters</li> </ul>
<b>Self-Care and Independence</b>	<ul style="list-style-type: none"> <li>• What can the child do independently?</li> <li>• Does the child have a desire to be independent?</li> <li>• Does the child make choices?</li> <li>• How the child does express his/her own choices- by saying no or moving away from toys etc?</li> <li>• How does the child play independently?</li> <li>• Will the child independently chose an activity which they enjoy?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• EYFS development Matters</li> </ul>
<b>Progress and Achievement in learning</b>	<ul style="list-style-type: none"> <li>• What activities does the child participate in?</li> <li>• What activities do they like to participate in?</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS development matters/ Characteristics of learning</li> <li>• Role play</li> </ul>
<b>Participation in learning</b>	<ul style="list-style-type: none"> <li>• Types of play</li> <li>• Levels of curiosity</li> <li>• Preferences, what does the child prefer to do?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Role play</li> <li>• Pictures</li> <li>• EYFS development Matters</li> </ul>
<b>Understanding, Reasoning and Problem Solving</b>	<ul style="list-style-type: none"> <li>• Does the child show persistence in what they are doing?</li> <li>• Is the child curious of its surroundings?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• EYFS development Matters</li> </ul>
<b>Aspirations</b>	<ul style="list-style-type: none"> <li>• Is the child motivated to succeed?</li> <li>• During play activities does the child aspire to be anything eg, nurse, doctor, super hero?</li> <li>• Does the child have any early skills which could be applied later in life, for example, perseverance, motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Observations</li> <li>• EYFS development Matters</li> </ul>





# References:

- 01** Leuven involvement scales  
[www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf](http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf)
- 02** Statutory Framework for Early Years Foundation Stage (EYFS)  
[www.gov.uk/government/publications/early-years-foundation-stage-framework](http://www.gov.uk/government/publications/early-years-foundation-stage-framework)
- 03** Development Matters in Early Years Foundation Stage (EYFS)  
[www.foundationyears.org.uk/files/2012/03/development-matters-final-print-amended.pdf](http://www.foundationyears.org.uk/files/2012/03/development-matters-final-print-amended.pdf)
- 04** Early Communication and Language (ECAT)  
[www.foundationyears.org.uk/files/2011/10/ecat\\_guidance\\_for\\_practitioners\\_22.pdf](http://www.foundationyears.org.uk/files/2011/10/ecat_guidance_for_practitioners_22.pdf)