**Ambitions for Wales**

The following activities are designed to support children and young people to take part in the Children’s Commissioner for Wales’ “Ambitions for Wales” survey. This is a national survey for children, families and professionals who work with children, to share their views and experiences. The Children’s Commissioner will use the responses to the survey to set her priorities and focus for her work plan.

You may have children and young people in your setting who would prefer to [complete this task online independently](https://online1.snapsurveys.com/vajrns). You will also find a survey for professionals who work with children on our website, which you may like to complete yourself.

This resource can be used as a one to one session for those with PMLD or a small group activity, we have provided two options for each activity.

The survey closes on the **5th November** and we will need children and young people’s answers to be submitted by then.

This resource has been developed in collaboration with Leigh Wharton from Ysgol Tŷ Coch special school.

**This Resource**

In this resource pack you will find all the information and resources you need to support children and young people to take part in our survey. This resource has split the survey into small activities that will need to be run over a series of sessions. Please see the session pages for download links for eye gaze technology and symbols for e-tran frames.

At the end of each session you should record the child/ young person’s answers on our recording sheet. These sheets need to be completed and submitted by **5th November**. You can submit them to [post@childcomwales.org.uk](mailto:post@childcomwales.org.uk).

You may already use symbols or object of reference that would be more beneficial to use. If you need any other resources/ symbols or information then please contact [rhian.evans@childcomwales.org.uk](mailto:rhian.evans@childcomwales.org.uk).

**Core Vocabulary**

[Here is a list of core vocabulary](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf) including supporting symbols.

**Monitoring question:**

If you are able to fill in the [monitoring questions](#_Monitoring_form) on behalf of the child/ young person you are supporting then please use the form at the end of the document and return it with their answers.

**Session 1: Introducing the survey**

This session will help you to introduce the idea of the survey to the child/ young person you are supporting. We have provided ideas for PMLD learners and learners who would benefit from a group work option rather than the online survey.

You could use these [symbols](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf) and [social story](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf), or choose symbols/ object of references that would be more suitable for the child/ young person you are supporting.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| --- | --- | --- |
| Activity | Differentiation  Supporting PMLD learners | Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”* | [Hello song](https://www.youtube.com/watch?v=XbA69LOZjtY) to start the session.  [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | [Share a picture of Rocio](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg).  Use the text in the activity column to describe Rocio’s job.  Ask the group if they could think of one thing they need to grow up feeling happy, healthy and safe. You might want to prepare some symbols for them to aid the discussion. |
| **The question**  What things do you do to feel happy?   * Go to school * Hobbies (like art, sports, playing an instrument) * Spend time with friends | Use a mirror to look at the pupil smiling.  Prior to this session taking place please locate items you know your pupils like.  [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  You can add in extra symbols for the child/ young person to share something that makes them happy.  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer.  You could use a selection of symbols you could ask children and young people to “diamond rank” (put the most important to them at the top and the least at the bottom) the symbols. |
| **Close**    We are going to have a few sessions thinking about the things that make you feel happy healthy and safe (show symbol).  We are going to think about what is important to you.  We are going to think about what Rocio can do to make Wales better.  We are going to send your answers to Rocio (show picture). | Use envelopes as aid for tactile exploration of the environment.  Pupils can bring an item that is important to them.  You could play some ‘happy music’ or a ‘personal anthem’ (this is usually a song that is personal to the individual)  You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

You may want to repeat this exercise with the participant. If you have already been doing any work on children’s rights or the Children’s Commissioner for Wales, then you may want to adapt this first session to reflect that.

**Session 1 notes:**

**(Please include children and young people’s responses)**

**What things do you do to feel happy?**

**Session 2: Worries**

Rocio would like to know what the biggest things children worry about are. Session 2 will help you explore this with children and young people.

We’ve included some symbols and sensory stories for you to use, please feel free to adapt them to suit the needs of the child/ young person you are supporting.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| --- | --- | --- |
| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer another question” |
| **Introducing the question**  Today’s question is about what makes you sad/ upset.  I am going to ask you a question. We will send your answer to Rocio. | Symbol to show worried/ sad face.  Staff facilitating to make a sad face. | Show the symbol/ use Makaton to express sadness.  You may want to have a discussion about what sadness can feel like. |
| **The Question**  What do you worry about?     * Bullying * Our planet * Covid/coronavirus * Going to school/college/day services * Having somewhere to live * How you look * How you and your friends treat each other * How you and your family treat each other * Your family having enough money * Your mental health | Download [the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 2 notes:**

**(Please include children and young people’s responses)**

**What do you worry about?**

**Session 3: Coronavirus**

Rocio would like to know if children and young people feel their life has been impacted by the coronavirus pandemic. This is so she can call for extra support for those who need it. Session 3 will help you explore this with children and young people.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

|  |  |  |
| --- | --- | --- |
| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer another question” |
| **Introducing the question**  Today’s question is about Coronavirus  I am going to ask you a question. We will send your answer to Rocio. | Symbol to support topic.  Wash hands as a sensory activity  Explore sand as has tiny particles just like Covid 19  [Routes for learning](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  [RFL 16: With support explores immediate environment](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning) | Show the symbol to explore the topic, you may want to use the sensory activity in the column for PMLD learners.  You may want to have a discussion with learners about Coronavirus. |
| **The Question**  What area of your life has the covid-19 pandemic had an impact on?   * Community or neighbourhood * Education * Friendships * Hobbies * Home life/family * Mental health and wellbeing * Physical health | [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 3 notes:**

**(Please include children and young people’s responses)**

**Has the coronavirus pandemic had an impact on these areas in your life?**

**Session 4: Equality**

This question is about equality and being kept safe. Children and young people tell us that they often see or experience people being treated differently or hurt because of who they are. It’s important to Rocio that all children feel that they are treated equally.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer another question” |
| **Introducing the question**  Today’s question is about being treated differently.  I am going to ask you a question. We will send your answer to Rocio. | Symbol to support topic.  Sensory exploration of different tactile objects or different smells. | Show the symbol to explore the topic.  You may want to have a discussion about equality and safety, it may link to work you are currently doing in your setting. |
| **The Question**  a. Have you ever been bullied or treated differently because of who you are?   * Yes * No * Not sure   b. Where were you bullied or treated differently?   * Home * School * Out and about * After school club * Online * On transport | [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 4 notes:**

**(Please include children and young people’s responses)**

**Have you ever been bullied or treated differently because of who you are?**

**Session 5: Your voice**

Rocio would like to know how often children and young people feel listened to by different adults in their life. Session 5 will help you explore this.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf).  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer another question.” |
| **Introducing the question**  Today’s question is about being listened to.  I am going to ask you a question. We will send your answer to Rocio. | Symbol to support topic. | Show the symbol to explore the topic.  You could have a discussion about who listens to children and young people in your school or how you know when someone is listening. |
| **The Question**  Do adults in school ask for your opinion and care about what you say?   * Yes * No * Not sure   Do adults at home ask for your opinion and care about what you say?   * Yes * No * Not sure   Do adults who help you (like doctors, social workers, the police) ask for your opinion and care about what you say?   * Yes * No * Not sure | [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 5 notes:**

**(Please include children and young people’s responses)**

**Do adults in these places ask for your opinion and care about what you say?**

**Session 6: Feeling safe**

Rocio would like to know how safe children and young people feel in their community.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer another question.” |
| **Introducing the question**  Today’s question is about feeling safe.  I am going to ask you a question. We will send your answer to Rocio. | Symbol to support topic.  Pupils can be given a small tactile object/ toy that they will have for the entire session to “keep safe”. | Show the symbol to explore the topic.  You could have a discussion about people who keep you safe. This could link to work you are already doing, or work that children and young people have done before. |
| **The Question**  Question  Do you feel safe in school?   * Yes * No * Not sure   Do you feel safe at home?   * Yes * No * Not sure   Do you feel safe on transport?   * Yes * No * Note sure | [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 6 notes:**

**(Please include children and young people’s responses)**

**Do you feel safe in these places?**

**Session 7: Making things better**

Rocio would like to know what she should be working on to make children and young people’s lives better.

**Session Recommendations**

* Allow time for the child / young person to process what is being asked of them.
* Allow time for a response.
* Be aware of non-verbal communication such as facial expressions and body language.
* Ensure the pupils / young people are in a good postural position.
* Ask for consent before the session starts, this could be in the form of a smile or gesture.

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| --- | --- | --- |
| Activity | Differentiation  Supporting learners with PMLD | Differentiation  Supporting learners in a group work activity |
| **Introducing the Children’s Commissioner**  *“This is Rocio.*  *Rocio has an important job.*  *Her job is to make sure that all children in Wales grow up feeling happy, healthy and safe.”*  Rocio wants to know what is important to you.    We are going to tell her by answering some questions. | [Social story about Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Rocio-social-story_final.pdf)  [Routes for Learning  RFL 1 : Notices Stimuli.](https://hwb.gov.wales/curriculum-for-wales/routes-for-learning)  Smell Vanilla scent. This is linked to Rocio Chilean roots - the Azara Mictophylla plant from Chile.  Happy, healthy, safe symbols  Welsh flag / Welsh tactile dragon / Welsh National Anthem. | Recap the previous session, remind pupils that you spoke about the things that make them feel happy.  [Share a picture of Rocio.](https://www.childcomwales.org.uk/wp-content/uploads/2022/05/Rocio.jpeg)  Use the text in the activity column to describe Rocio’s job.  “Today we are going to answer the last question.” |
| **Introducing the question**  Today’s question is about making things better for you.  I am going to ask you a question. We will send your answer to Rocio. | Symbol to support topic. | Show the symbol to explore the topic.  You could link this to any work you have done in your setting to improve things for children and young people. For example your school council may have improved something in your school. |
| **The Question**  Which idea is the best idea to make children’s lives better?     * More places to play * Help families get the things and money they need * All children are treated the same and have the help they need | [Download the symbols for e-tran frame and big mack switches.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/e-tran-symbols.pdf)  [Download the online grids on Smartbox.](https://grids.thinksmartbox.com/en/leigh-wharton) | [Using the symbol supported question.](https://www.childcomwales.org.uk/wp-content/uploads/2022/10/symbol-supported-questions_english.pdf)  Read it out to the group.  Ask the group to make a decision, this could be by raising their hand or moving to be near their preferred answer. |
| **Close**  Play a familiar game or sing a familiar song with children and young people to end the session.  You could play our [rights song,](https://soundcloud.com/user-62565361/sets/mae-gennym-hawliau-we-stand-together) to link it back to children’s rights. | You could use Andy Pidcock’s [‘Thank You’](https://www.youtube.com/watch?v=jFRSd2F-WuA) song. |  |

**Session 7 notes:**

**(Please include children and young people’s responses)**

**What do you think would make children’s lives better? If children/young people have any additional ideas, please also note them here:**

# **Monitoring form**

Filling in this form helps us to know if any particular groups of children need extra support.

If you are running this activity with a class or group, please write approximate numbers for each option.

1. Number of children taking part:

Boys \_\_\_\_

Girls: \_\_\_\_

I do not want to answer ☐

2. Is your children/children in care e.g. in a foster home or children’s home?

Yes ☐

No ☐

I do not want to answer ☐

3. Is your child/children disabled or have any additional learning needs?

Yes ☐

No ☐

I do not want to answer ☐

4. Where does your child/children get their education?

At school or college ☐

At home ☐

They not in education ☐

I do not want to answer ☐

5. Local authority:

Blaenau Gwent

Bridgend

Caerphilly

Cardiff

Carmarthenshire

Ceredigion

Conwy

Denbighshire

Flintshire

Gwynedd

Isle of Anglesey

Merthyr Tydfil

Monmouthshire

Neath Port Talbot

Newport

Pembrokeshire

Powys

Rhondda Cynon Taf

Swansea

Torfaen

Vale of Glamorgan

Wrexham

6. Ethnicity:

White Welsh or British ☐

White - Gypsy or Irish Traveller ☐

White - Roma ☐

White from another country ☐

Asian Welsh or British ☐

Asian from another country ☐

Black Welsh or British ☐

Black from another country ☐

Mixed heritage ☐

Not sure ☐

I do not want to answer ☐

Other (please say) \_\_\_\_\_\_\_\_\_\_\_\_

7. Religion:

No religion ☐

Christian ☐

Buddhist ☐

Hindu ☐

Jewish ☐

Muslim ☐

Sikh ☐

Another religion \_\_\_\_\_\_\_\_\_\_

I do not want to answer ☐

8. Is your child/children a refugee or an asylum seeker?

Yes ☐

No ☐

I do not want to answer ☐