

## CASE STUDY 6

## THE GEFFRYE MUSEUM

LONDON

### Why take part?

The museum is in the process of redesigning some areas and wanted to ask young visitors for their feedback on aspects of the current museum experience.

### Who took part?

30 Key Stage 2 pupils. Working in partnership with Hackney Learning Trust the museum had invited numerous schools across the borough to participate in their Special Educational Needs Forum. Each school could sign up two children from Year 6. The museum wanted to offer the opportunity specifically to SEN pupils as it felt their viewpoint was sometimes overlooked and wanted to be able to hear their individual voices.

### What did they do?

The children were invited to trial different aspects of a museum visit. There was then an opportunity to collect their thoughts and ideas for change and present them to museum staff.

### How did they spend their time on the day?

After an introduction session which included a look at the visual timetable and a fun game to get the children moving, the rest of the morning was dedicated to workshops:

- Front of House role play – a drama session highlighting questions children might ask staff in a museum.
- Creating a resource for the Quiz desk – the children looked in the Garden Reading Room for inspiration and returned to the Quiz desk area to develop ideas of something new and affordable the staff can use in future.
- Design a Garden – coming up with games and activities they would like to see in a museum garden.
- Audio Guide – the children chose a postcard of a room, went there and listened to the audio guide. They then reviewed it and suggested improvements.

During the afternoon the children separated into two groups to discuss their findings and opinions. They made a short presentation to each other and came up with three things for each of the four aspects that could be improved.

Due to the nature of the children's learning difficulties, the Education Officer felt it was essential to include non-written forms of feedback such as drama and images to record their views.

### What happened next?

All the feedback from the children has been processed by the museum and changes are being implemented as a result. By focussing their attention on very specific parts of the museum, the children were able to go into detail with their suggestions and provide viable solutions. Museum staff said the children had highlighted issues and come up with ideas that they would never have thought of. These included basic changes such as better signposting of disabled facilities and also more creative suggestions such as topiary animals for the museum garden. Using more music and embedding sensory aspects in the visitor experience was a key learning point for the staff.

The museum now wants to run all its forums using this child-led format in future.

