CONNECTING CLASSROOMS
Changes, challenges and choices: creating a curriculum for all

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www.britishcouncil.org/connectingclassrooms
Curriculum for all

Why?
• The changing Landscape
• Current outcomes

How?
• Curriculum adaption and modification
• Enabling access to the curriculum

Who?
• Developing the expertise of staff.
• Creating a team to support curriculum access
The Glombots
The national curriculum is divided into key stages, which are:

- key stage 1: Ages 5-7 (Years 1-2)
- key stage 2: Ages 7-11 (Years 3-6)
- key stage 3: Ages 11-14 (Years 7-9)
- key stage 4: Ages 14-16 (Years 10-11)
In the new curriculum, the following subjects are compulsory at key stages 1 – 3:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Languages
- Geography
- History
- Music
Key stage 4 is when most pupils work towards their General Certificate of Secondary Education (GCSEs) or other approved qualification.

GCSE subjects are divided into core modules and foundation modules.

Core modules include: English, Mathematics and Science

Foundation modules include: Citizenship, Physical Education and Information Technology.
In June 2015, the Department for Education announced its intention that all pupils who start year 7 in September 2015 take the EBacc subjects when they reach their GCSEs in 2020.

The EBacc is made up of:

- English
- mathematics
- history or geography
- the sciences
- a language
"HOW IS THE NATIONAL CURRICULUM ASSESSED?"

Until recently, schools give assessments of attainment called levels which give a measure of the child's progress at different stages throughout the National Curriculum.

The majority of pupils were expected to work at these levels:

Levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
Levels 2-5 in key stage 2 and attain level 4 at the end of the key stage
Levels 3-7 in key stage 3 and attain level 5/6 at the end of the key stage.
Key stage 4 is measured by public exams, such as GCSEs.

The UK is now working towards a framework that does not rely on using national level descriptors for assessment.
Why personalise the curriculum?

• Children with SEN are disproportionately likely to have been the victims of bullying.
• 76% of pupils with SEN without a statement had a sustained education destination post-Key Stage 4 in 2011/12 compared to 89% of pupils without SEN.
• Looked after children have some of the poorest outcomes: only 15% gained 5 good GCSEs including English and mathematics compared to 58%
• Pupils with statements missed 8.2% of sessions through absence (4.8% for pupils without SEN).
• 73% of children looked after have a special educational need.
• Children with special educational needs are 8 times more likely to be permanently excluded than those without SEN.
August riots in numbers

Key statistics

1,984 Before courts
13% Involved in gangs
26% Juveniles (age 10-17)
2,584 Businesses attacked
664 People robbed/injured
231 Homes targeted

Education

- 66% 10-17 year-olds charged have special educational needs
- 21.3% Average for all pupils in maintained secondary schools

Poverty

- 42% 10-17 year-olds charged claim free school meals
- 16% Average for all pupils in maintained secondary schools
Discussion point:

• What are the strengths of your own curriculum?

• How does the current curriculum meet the needs of all learners?

• What needs to change?
No. of Permanent Exclusions In England by Age 2013/14

How?
Nurture Group – Case Study

Aims of the project:

1) To reduce the amount of class teachers for target group.
2) To reduce number of classrooms visited for the target group.
3) To provide a relevant and flexible curriculum for a targeted group of pupils.
4) To increase access to the curriculum through improved literacy.
Developmental Priorities

- Emotional Literacy
- Sense of Self
- Social Interaction
- Confidence
Developmental Aims

Functional Literacy Skills
Personal Management Skills
Social Interaction Skills
Reintegration to Full Timetable with Form Group
I need help and the smaller groups help me so much.

I want help. I want to get better so that I can read without any help.

When I need help, the small groups help me so much. Then I get to go back to my class.

It is too loud outside. I like coming here because it is quiet and calm. I see my friends later.

I came here because it was quiet. I ended up making friends that are not in my form group. It’s great.

I like being with normal class. I just come here so that I can get the help I need. The teachers understand what I need to learn!
### Reintegration

- Will require careful consideration.
- Suggest gradual reintegration from Summer Term Second Half Term—when the pupils begin their ‘Year 8’ role.
- Pre-training to subject teachers with specialised strategies at the core.
- Form a ‘Nurture Group Club’ which is peer based supportive safe haven: pupils are aware of this safety net—minimises anxiety.

### Parental Awareness

- Highlights specialist provision with purpose.
- Transparency of functioning level and need for ‘realistic’ high expectations.
- Supports 14-19 planning discussions because baseline was clear.

### LEA SEN Impact

- Involvement in nurture group provides comprehensive evidence to support SA, SA+, and Statutory (Re)Assessment
- Code of Practice recognises specialist support-LEA Impact on funding to promote inclusion.
MFL    Drama    English
• Read folk tales/myths from specific cultures
• Explore facial expressions leading to dramatising aspects of the tales/myths
• Learn common phrases from the cultural groups in the class.

RE    History    Geo
• ‘Mapping’ world-myths from cultures.
• Explore the history of one of the geographical locations.
• Why do we study RE? Investigating diversity and identity. ‘World Religion Map’

ICT    Music    Art
• Research and create artwork from the culture of focus.
• Investigate the unique rhythm patterns and instruments of the culture of focus.
• Create a group presentation using ICT to present the thematic unit.

PSHE 1: Personal Management
PSHE 2: Social Interaction
PSHE 3: Emotional Literacy
MFL    Drama     English

• Reading short stories with religious/identity themes.
• Explore facial and body expressions leading to dramatising scenes from the short stories.
• Learn common French phrases.

Geo        History      RE

• Judaism-Christianity-Islam: Exploring the links.
• The wonders of Baghdad—what stories will you bring back?
• Investigating the change in geography of the three religions. Why?

ICT       Music         Art

• Research art from Religious Triad, identify differences and similarities.
• Explore identity through music with focus on the RE Cultural groups.
• Create a group presentation using ICT to present the thematic unit.

PSHE 1: Personal Management
PSHE 2: Social Interaction
PSHE 3: Emotional Literacy
Using the framework and examples provided, design your own thematic curriculum for a group of pupils with moderate learning difficulties.
MFL    Drama     English
RE      History      Geo
ICT      Music       Art

Personal Management
Social Interaction
: Emotional Literacy
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• Nurture Group catalyst to secure accelerated personal, social development.

• Appropriate college pathway which develops life skills and abilities for role in wider community.

• Learning Support within Form Group
• Developing functional skills.

• Foundation Learning Tier emphasising life skills, functional skills, and specialist subjects.

Age 11
Post-16
Age 11 - 14
Age 15-16
Examples of alternative curricula for older children:

Jamie’s Farm works with vulnerable students in inner city schools on the verge of exclusion.

Pupils are referred for:

- A lack of engagement in school manifesting in low attendance and attainment;
- Self-esteem issues stemming from a lack of nurture at home;
- Challenges demonstrating positive behaviour, leading to negative relationships with adults and peers
Key Questions

What is alternative provision is available for disaffected pupils in your own school?

Is this effective?

How could this be improved?
Four Key Areas of SEN

Cognition & Learning
- Dyslexia
- Dyscalculia

Communication & Interaction
- Autistic Spectrum Disorders
- Speech, Language and Communication Needs

Social, Emotional & Mental Health
- Attachment Disorders
- OCD

Sensory & Physical
- Hearing Impairment
- Visual Impairment
Matching Exercise

SEN Type

Can find it difficult to...

It can help to...
<table>
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<th>SEN</th>
<th>Can find it difficult to:</th>
<th>It can help to:</th>
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</table>
| Speech, Language & Communication Needs (SLCN) | • Communicate with others  
• Understand what is said to them  
• Form words and construct sentences | • Explain words that are ambiguous  
• Enable pupils to see what you say  
• Offer scaffolding e.g. sentence starters |
| Specific Learning Difficulties such as Dyslexia (SpLD) | • Hear and analyse the sounds within words  
• Recall verbal instructions  
• Process verbal information | • Keep instructions clear, short and simple  
• Display key subject vocabulary and refer to it  
• Limit copying from the board |
| Autistic Spectrum Disorders (ASD)        | • Engage with others and make friends  
• Engage in imaginative play & activities  
• Understand jokes, sarcasm and body language | • Build tools for routine such as timetables, signals for change  
• Use noise reduction techniques such as visual volume systems  
• Take care with pupil grouping |
| Social, Emotional and Mental Health (SEMH) | • Overcome issues of trust with peers and adults  
• Manage high levels of anxiety effectively  
• Function in group situations | • Plan well-paced tightly focused lessons  
• Use a seating plan  
• Ensure behaviour policies are transparent, firm and fair |
| Moderate Learning Difficulties (MLD)     | • Mix with their regular peer group  
• Acquire basic skills in reading, writing and numeracy  
• Apply their learning to new situations | • Keep written tasks short and structured  
• Keep instructions clear and simple  
• Provide a multi-sensory approach to learning |
Comments on the matching exercise

Consider:

- How complex are the strategies suggested?
- Is there any overlap?
- How will this affect planning a curriculum for pupils with SEN?
Key Questions

How are children with social and emotional needs supported to access the curriculum in your own school?

How could this be developed further?
What is the role of additional adults in your own school?

How are other adults used to enable access to the curriculum?

Are they effective?

How could this be improved?
Additional Considerations for Governors

• We are seeing an increase in children with physical and sensory needs attending the school. These include children requiring 1-1 due to health and safety.

• LPA is taking on increased responsibility and has also contributed significantly to the work of the wider school system.

• TEK and SHA reduced days.

• DB £18,000 statement on top of notional funding requires 1-1 support.

• Replacement of DP rejected.