

# CONNECTING CLASSROOMS

Changes, challenges and  
choices: creating a curriculum  
for all

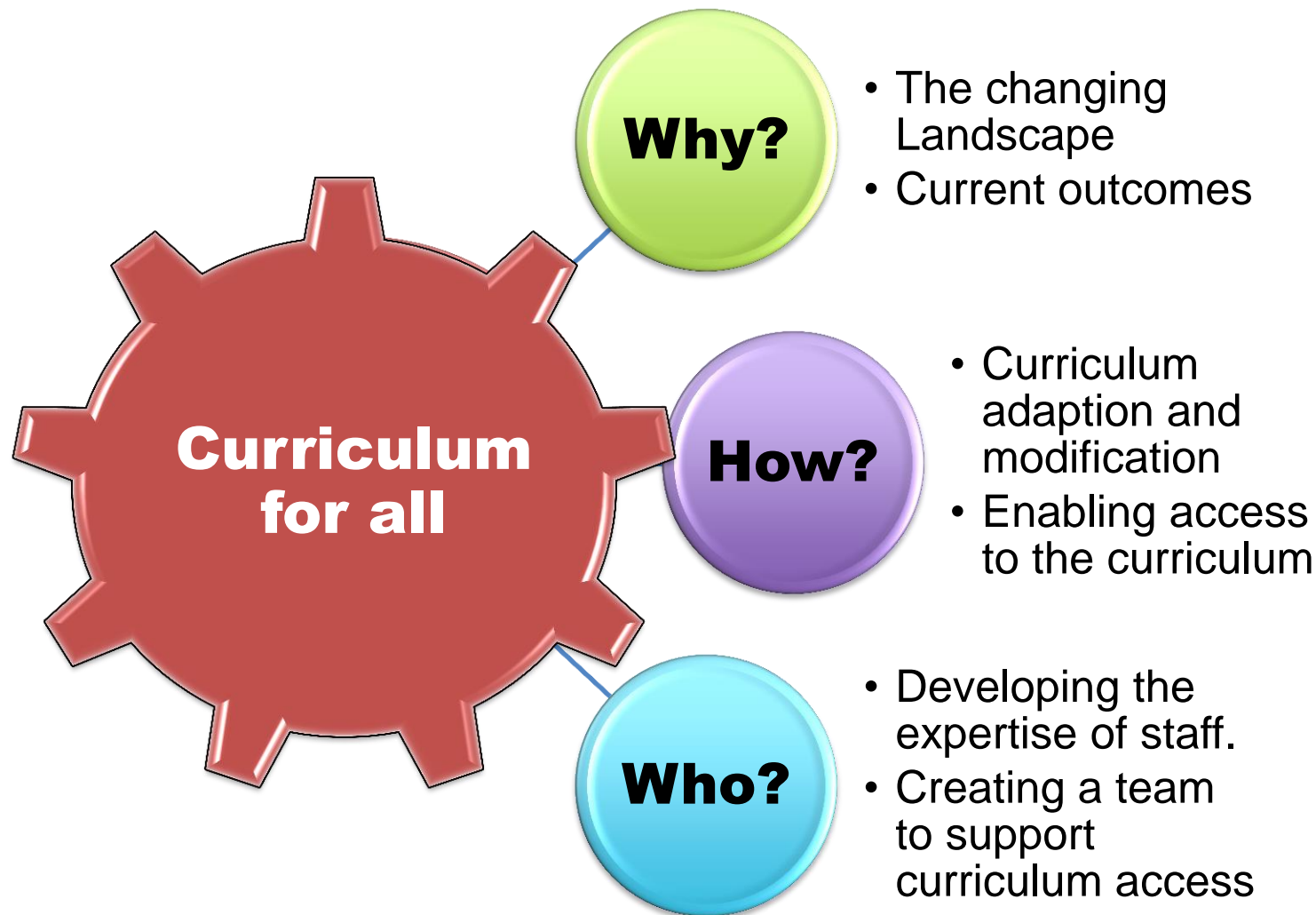
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UK

[www.britishcouncil.org/connectingclassrooms](http://www.britishcouncil.org/connectingclassrooms)









**Why?**

# The Glombots



## Curriculum in the UK:

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

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**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

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**66%** 10-17 year-olds charged have special educational needs

**21.3%** Average for all pupils in maintained secondary schools

### Poverty

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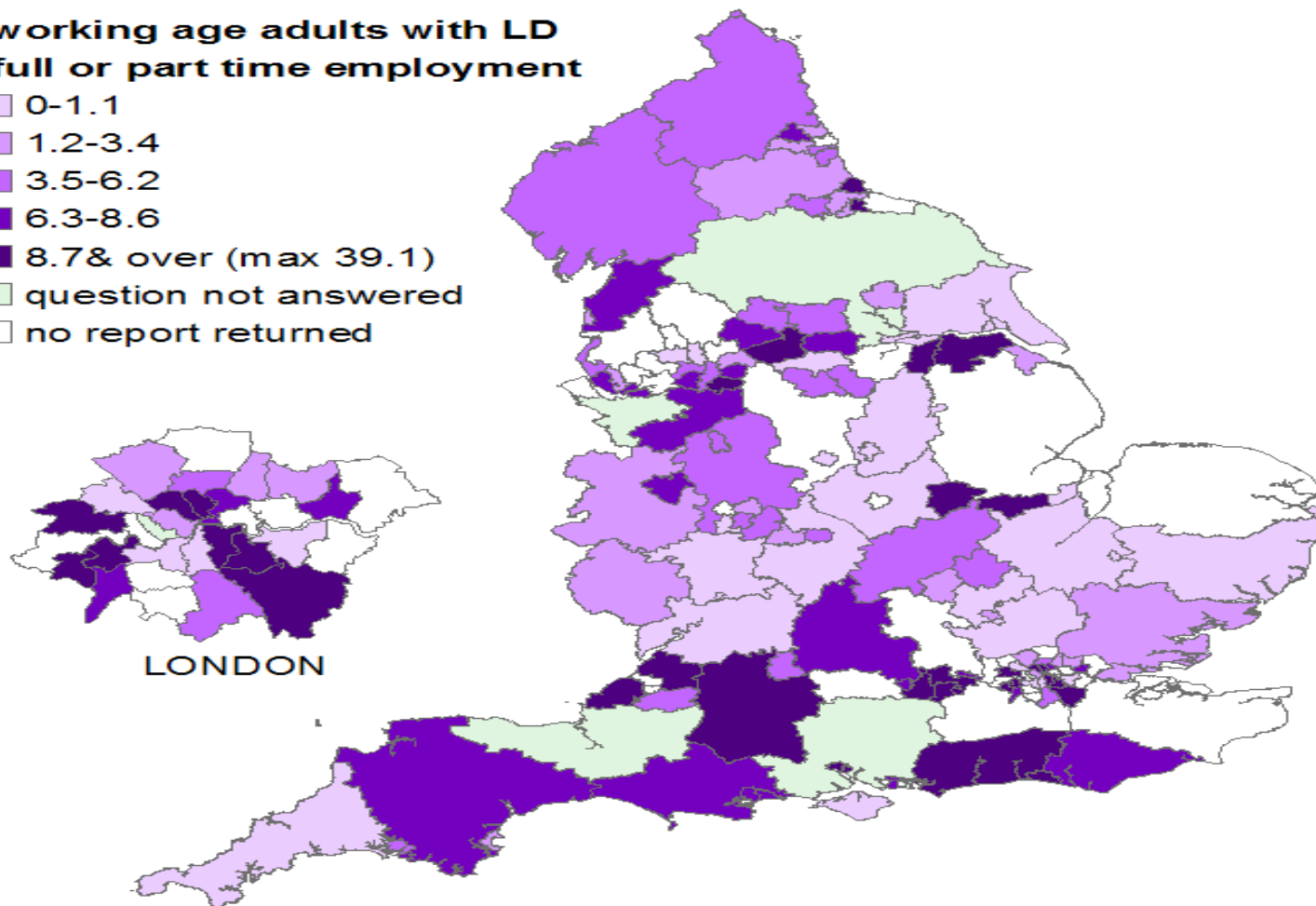
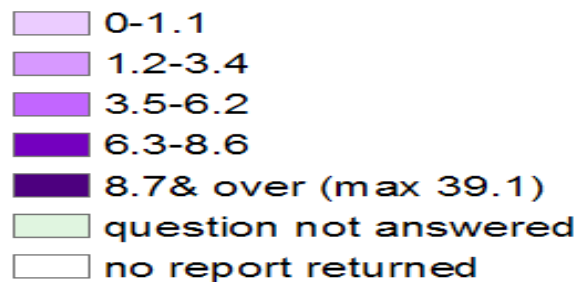


**42%** 10-17 year-olds charged claim free school meals

**16%** Average for all pupils in maintained secondary schools



**% working age adults with LD  
in full or part time employment**



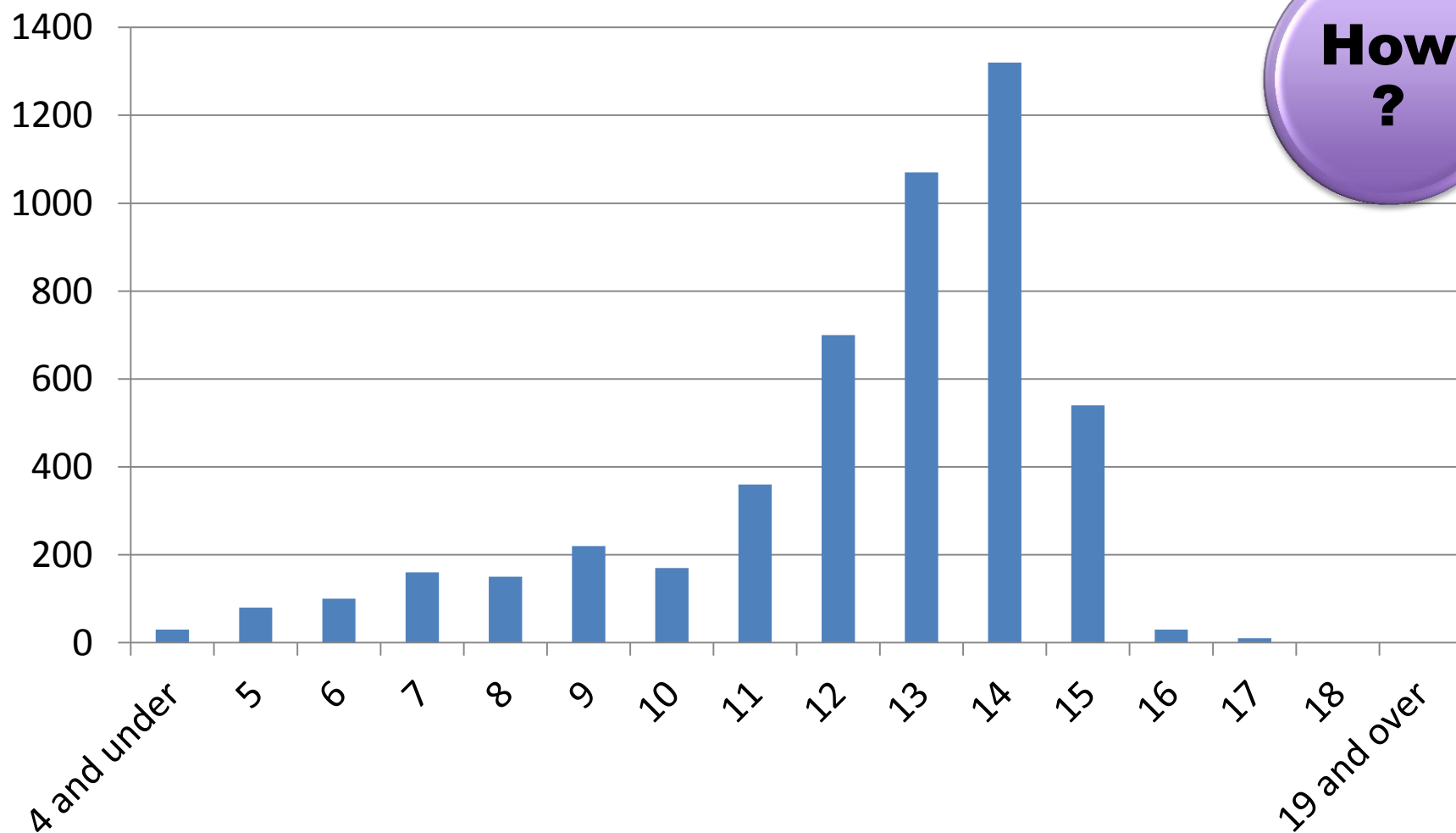


## Discussion point:

- 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  
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**Nurture Group**

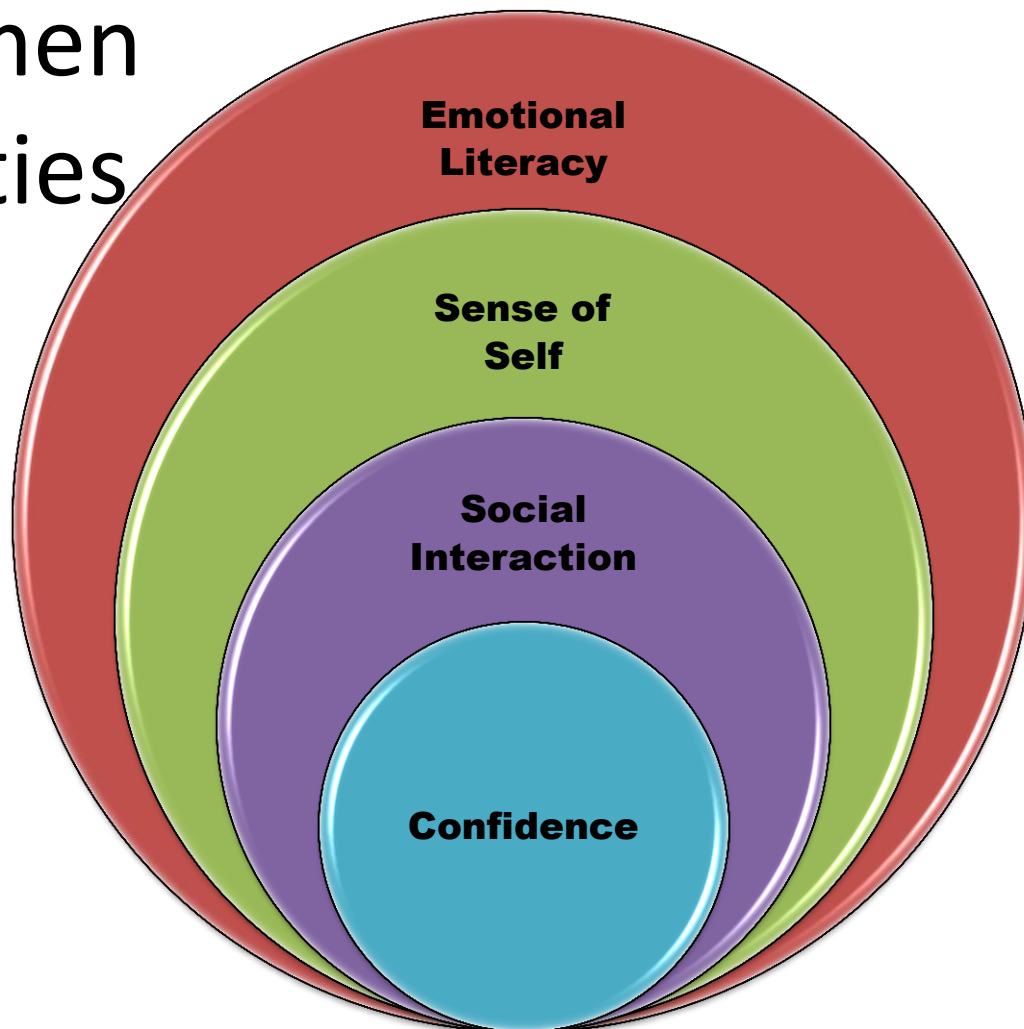


# Nurture Group – Case Study

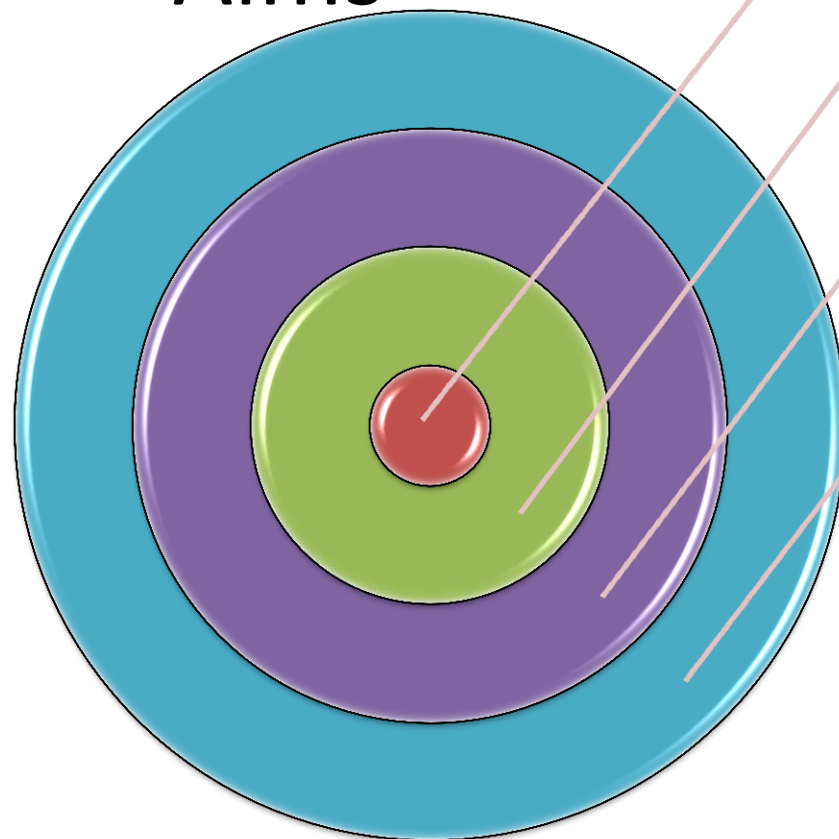
Aims of the project::

- 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



# 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.

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

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

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

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ROOMS



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.

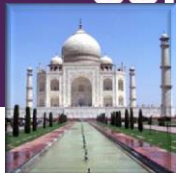
PSHE 1:  
Personal  
Management

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

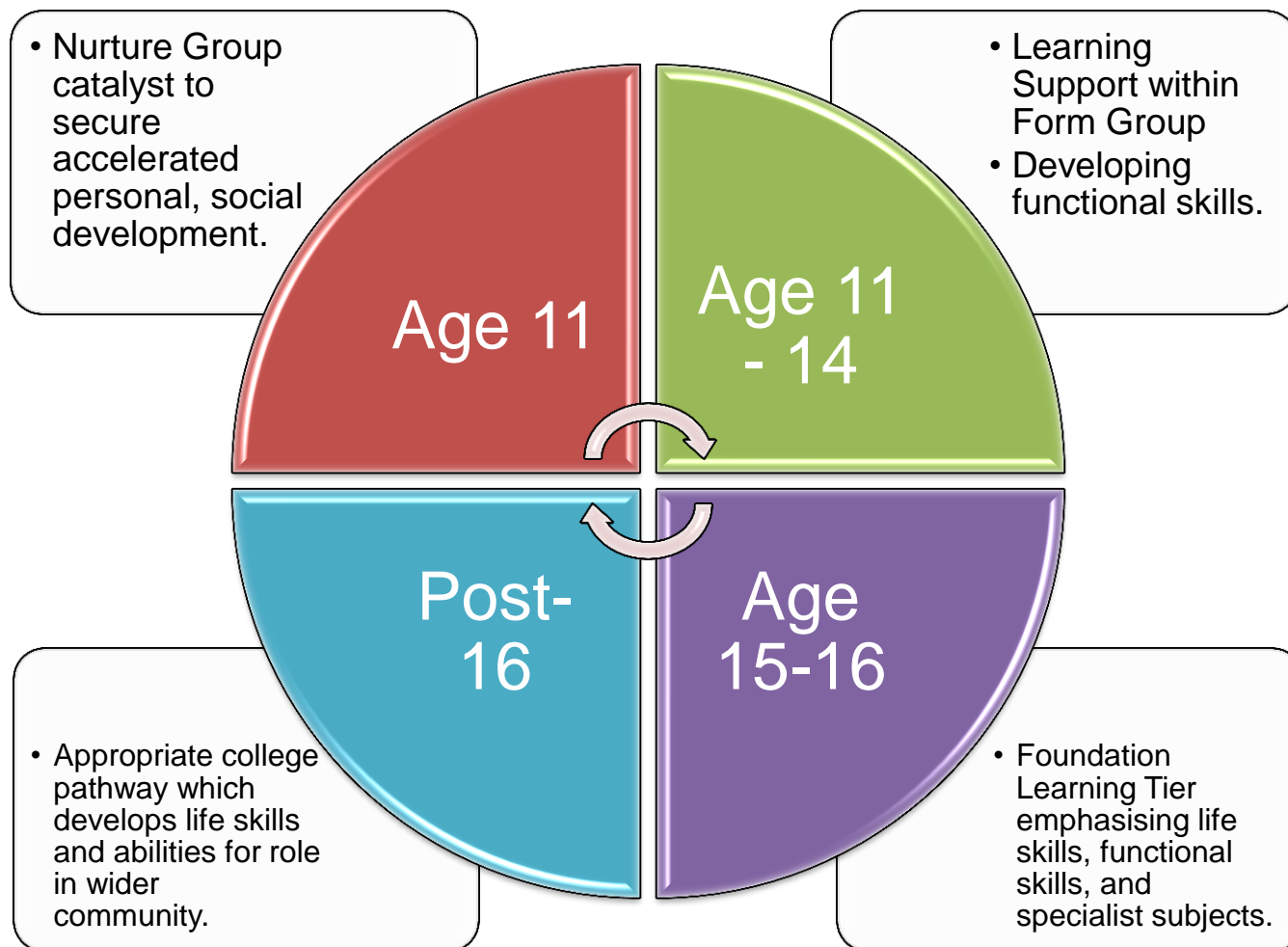
ICT Music Art

Personal  
Management

Social  
Interaction

: Emotional  
Literacy

Year 7 Nurture Group Names	Attendance	Lates	CDS	Bridge	Negative Behaviour
Fatima	97.5	16	13	0	0
Aleksandra	97.9	0	0	0	0
Oktawian	97.5	0	0	0	0
Ehtisham	94.2	13	1	0	0
Chauncey	97.1	3	0	0	0
Eesha	96.3	0	1	0	0
Alvinio	95	40	7	0	0
Yoonis	93.8	8	2	1	2
Simran	95	5	0	0	0
Mohamed	97.9	1	0	0	0
AVERAGE (T1 and T2)	96.22	8.6	2.4	0.1	0.2
Harry	87.7	6	1	0	0
Olivia	94.6	6	0	0	0
Abdikarim	96.2	32	71	5	26
James	93.1	21	0	0	7
Mohammadzaid	98.9	32	30	0	20
James	92.9	53	23	9	35
Codie	96.7	6	0	0	14
Jash	97.8	17	1	0	6
Charlie	97.5	18	10	0	21
Alysia	89.6	6	0	0	9
Aaron	97.3	9	6	0	8
Steven	82.3	10	21	0	3
Rehana	98.9	12	4	0	14
AVERAGE (T1, T2 and T3)	94.12	17.54	12.85	1.08	12.54



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?





**CONNECTING**  
CLASSROOMS





*Dyslexia*

## **Cognition & Learning**

*Dyscalculia*

*Autistic  
Spectrum  
Disorders*

## **Communication & Interaction**

*Speech, Language  
and Communication  
Needs*

### ***Four Key Areas of SEN***

*Attachment  
Disorders*

## **Social, Emotional & Mental Health**

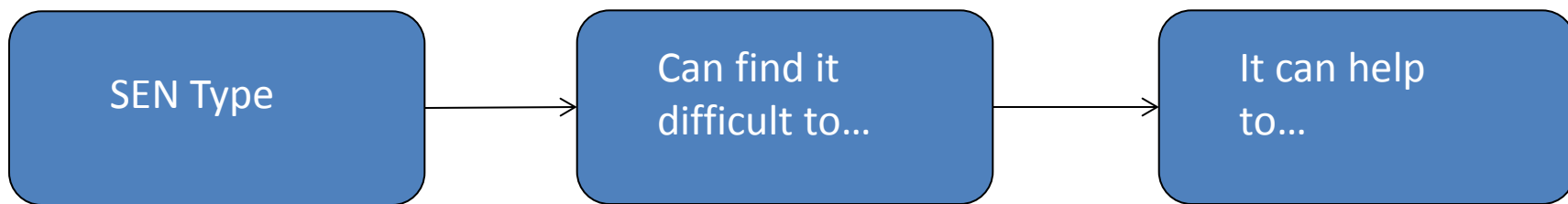
*OCD*

*Hearing  
Impairment*

## **Sensory & Physical**

*Visual  
Impairment*

# Matching Exercise





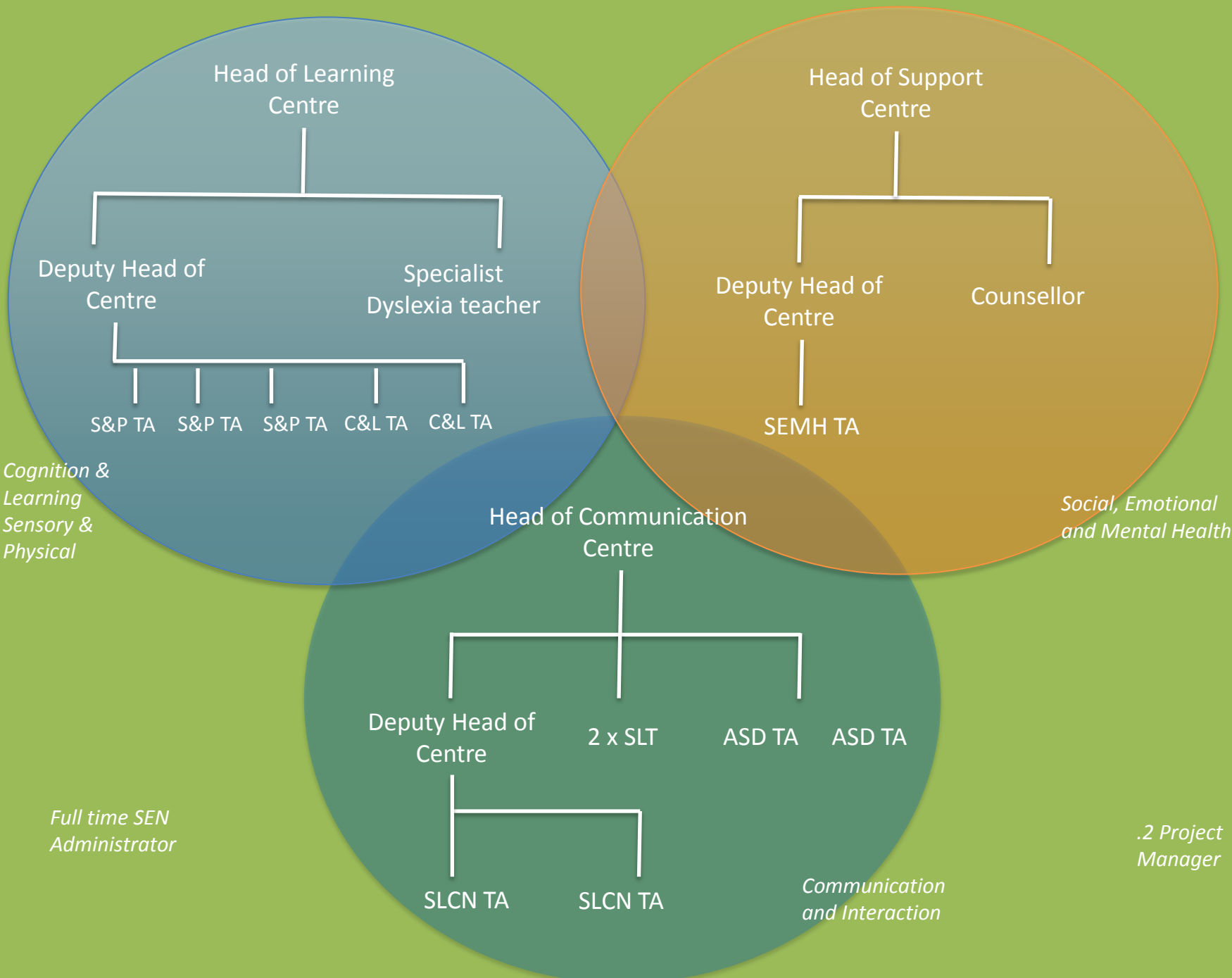
SEN	Can find it difficult to:	It can help to:
Speech, Language & Communication Needs (SLCN)	<ul style="list-style-type: none"> <li>Communicate with others</li> <li>Understand what is said to them</li> <li>Form words and construct sentences</li> </ul>	<ul style="list-style-type: none"> <li>Explain words that are ambiguous</li> <li>Enable pupils to see what you say</li> <li>Offer scaffolding e.g. sentence starters</li> </ul>
Specific Learning Difficulties such as Dyslexia (SpLD)	<ul style="list-style-type: none"> <li>Hear and analyse the sounds within words</li> <li>Recall verbal instructions</li> <li>Process verbal information</li> </ul>	<ul style="list-style-type: none"> <li>Keep instructions clear, short and simple</li> <li>Display key subject vocabulary and refer to it</li> <li>Limit copying from the board</li> </ul>
Autistic Spectrum Disorders (ASD)	<ul style="list-style-type: none"> <li>Engage with others and make friends</li> <li>Engage in imaginative play &amp; activities</li> <li>Understand jokes, sarcasm and body language</li> </ul>	<ul style="list-style-type: none"> <li>Build tools for routine such as timetables, signals for change</li> <li>Use noise reduction techniques such as visual volume systems</li> <li>Take care with pupil grouping</li> </ul>
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> <li>Overcome issues of trust with peers and adults</li> <li>Manage high levels of anxiety effectively</li> <li>Function in group situations</li> </ul>	<ul style="list-style-type: none"> <li>Plan well-paced tightly focused lessons</li> <li>Use a seating plan</li> <li>Ensure behaviour policies are transparent, firm and fair</li> </ul>
Moderate Learning Difficulties (MLD)	<ul style="list-style-type: none"> <li>Mix with their regular peer group</li> <li>Acquire basic skills in reading, writing and numeracy</li> <li>Apply their learning to new situations</li> </ul>	<ul style="list-style-type: none"> <li>Keep written tasks short and structured</li> <li>Keep instructions clear and simple</li> <li>Provide a multi-sensory approach to learning</li> </ul>



## 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?





## Key Questions

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?



