

CONNECTING CLASSROOMS

Practical steps in creating an inclusive school: differentiation and more.

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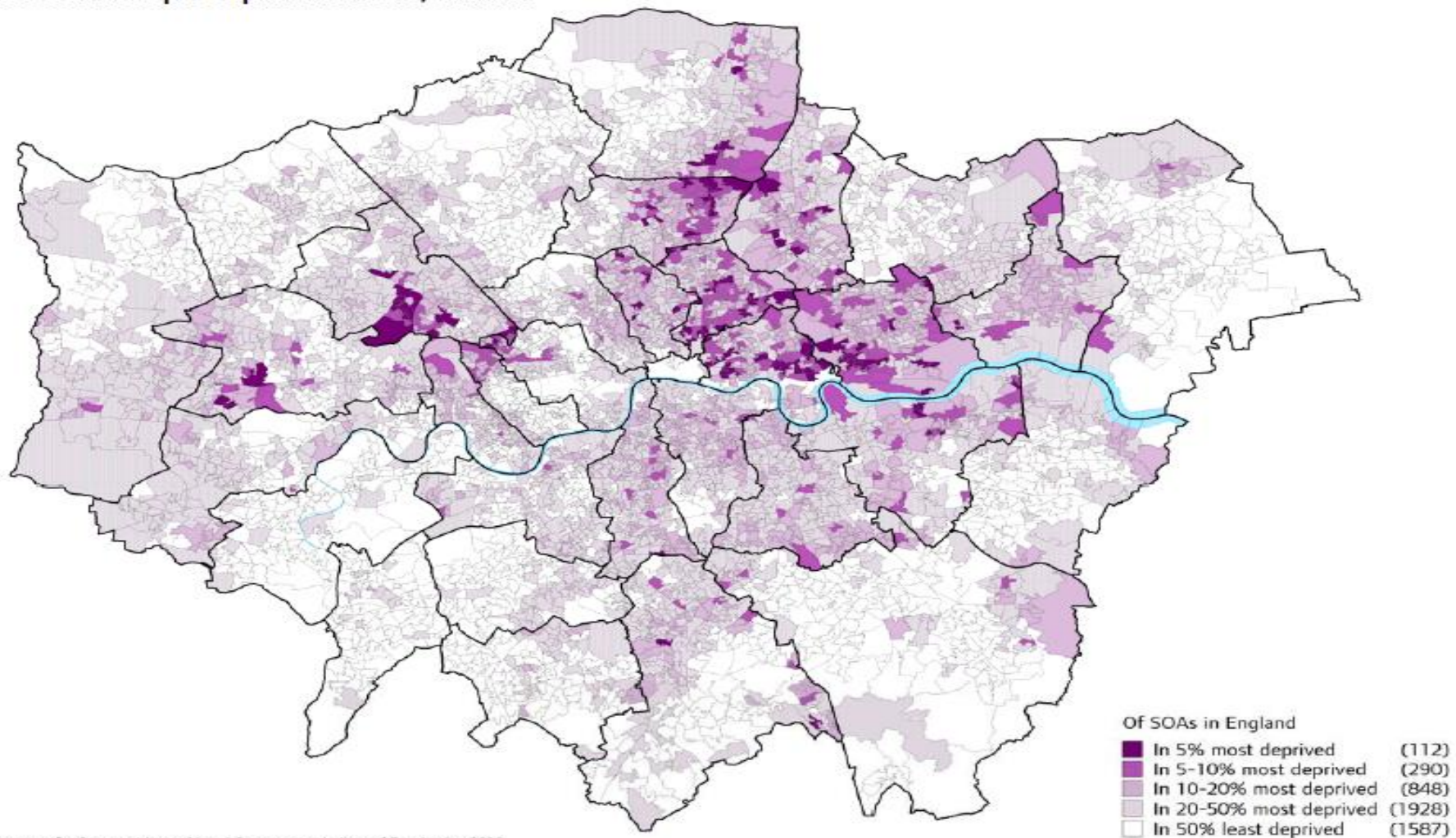
www.britishcouncil.org/connectingclassrooms



Lampton School

- ◆ Secondary school, Hounslow, West London
- ◆ Teaching School
- ◆ 1467 pupils
- ◆ 33.1 % FSM
- ◆ 61.9 % English as a second language
- ◆ 16.8% SEN
- ◆ 3rd consecutive Outstanding Ofsted in May 2013
- ◆ Top 100 schools in UK for progress of FSM pupils 2013/14.
- ◆ Winner of the 'Inclusion Award' at the Education Business Awards.
- ◆ 'Outstanding outcomes and progress for disabled students and those with SEN' Ofsted 2013


Map 2 Index of Multiple Deprivation 2010, London



Source: Department for Communities and Local Government, Indices of Deprivation 2010
ONS Super Output Area Boundaries. This map is © Crown copyright. All rights reserved (LA100032379) (2011)

- London is a complex city with a range of education provision.
- Across its 32 boroughs and 3,060 schools London educates 16% of the country's population of school aged children; that is 1,331,275 children aged between 3 and 18.
- 11% of those children 16,120 (1%) attend specialist provision.





Identifying
barriers to
learning

The UK Spectrum of SEN...



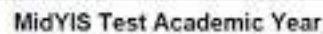


5 areas of need account for approximately 80% of SEN in mainstream schools:

- dyslexia or specific learning difficulties (SpLD)
- moderate learning difficulties (MLD)
- autism spectrum disorders (ASD)
- speech, language and communication needs (SLCN)
- behavioural, emotional and social difficulties (BESD)



Survey report



Scores Standardized On A Nationally Representative Sample of Schools

Example mean percentages

Example percentages

SCHOOL	1	2	3	4	5	6	7	8
Primary education	60%	60%	70%	60%	60%	70%	50%	70%

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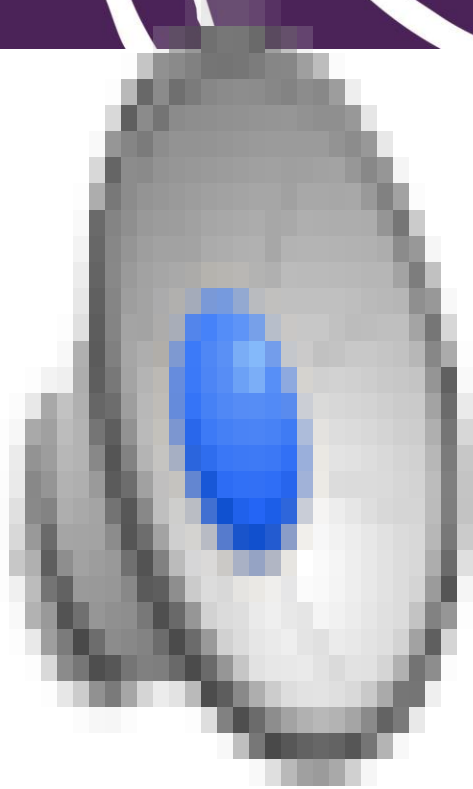
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Decoding Activity

It there is a pupil in your class who seems bright verbally with good ideas but has difficulty in expressing him/herself in writing it is possible that this student is dyslexic. It is also possible that another, less obvious student, could have this disability.





Impairment of Cognitive Function

0 9 2 3 2 6 2 8 5



Impairment of Cognitive Function

0 9 2 3 2 6 2 8 5

The technique used to recall a related series such as these is called REHEARSAL



Impairment of Cognitive Function

VAN CAT YELLOW BIRD LORRY DOG
BLUE BUS RED



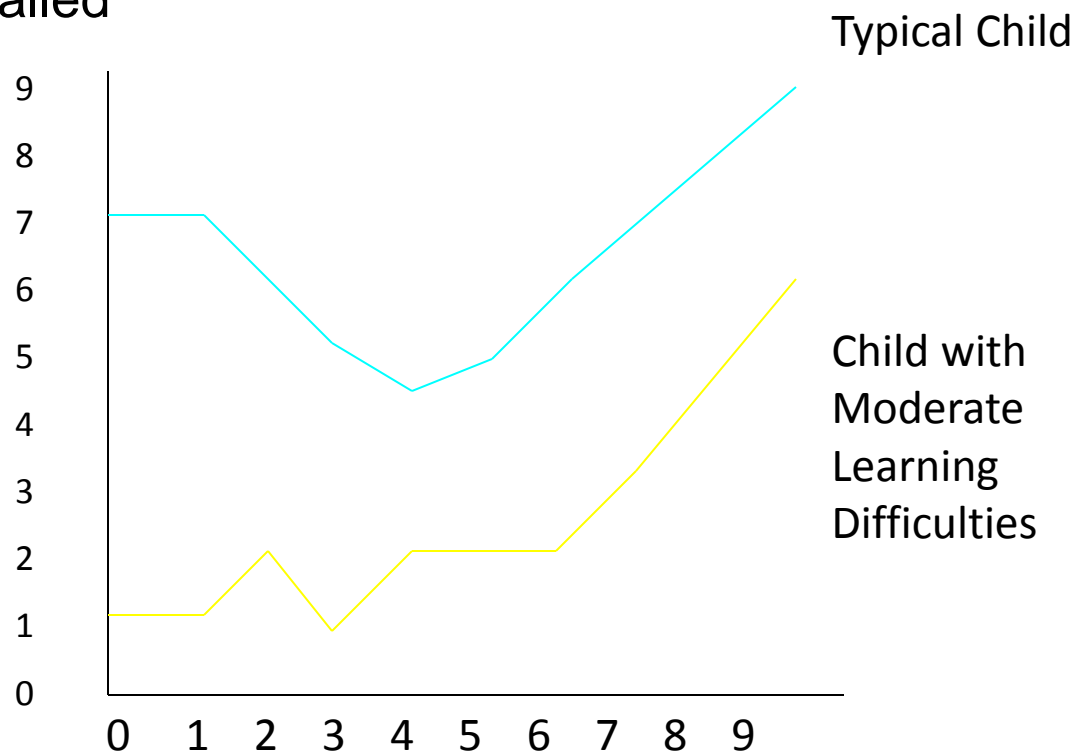
Impairment of Cognitive Function

VAN CAT YELLOW BIRD LORRY DOG BLUE
BUS RED

The technique involved in recalling this series is
GROUPING. We create categories e.g. Colours-
Animals-Vehicles

Miller's Magic Number

Numbers recalled





With the person next to you, discuss the types of support you would consider for Luke:

Luke is 12 years old and a pupil of below average ability. He is a very immature boy who has a poor awareness of the needs of those around him. He likes to play football and to have fun in the classroom; he teases others and has been accused of bullying. His attendance at school is poor and he is inclined to stay off if a little poorly. Luke's speech is unclear and his handwriting is also poor. Luke insists he has lots of friends but knows very few of their names.

Luke has had a very hard year with the unexpected death of his mother and then his grandfather. He has also recently moved house. He has had a very large number of detentions for non-completion of homework since September. He has also had two exclusions this year (rudeness to staff and fighting at break-time). It is normally the school's policy to permanently exclude for 3 exclusions in one year. Behaviour continues to deteriorate, and teachers complain regularly of low level disruption.

Luke's father has been very reluctant to engage with the school and he is difficult to get hold of when there are incidents of poor behaviour.

When Luke arrives at school he is spending an increasing amount of time sitting with the Head of Year. This includes lesson time and break time.



Differentiation



General strategies

- find out as much as you can about the pupils' needs and learning styles
- make instructions and outcomes clear and explicit
- use visual clues whenever possible
- break tasks down into small steps; think in terms of “see it, hear it, say it, do it”
- provide key words and phrases, and reinforce their meaning as often as possible
- check understanding by asking the pupil to tell you what they have to do
- involve the pupil in setting targets for your subject
- think of alternative outcomes to written work, e.g. tape, diagram, mind map



Provide a **printed sheet** where **key points** can be **highlighted** instead of copying from the board or a book

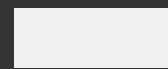
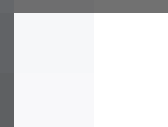


CO
CL

ARTIST
COUNCIL

ECTING

ROOMS



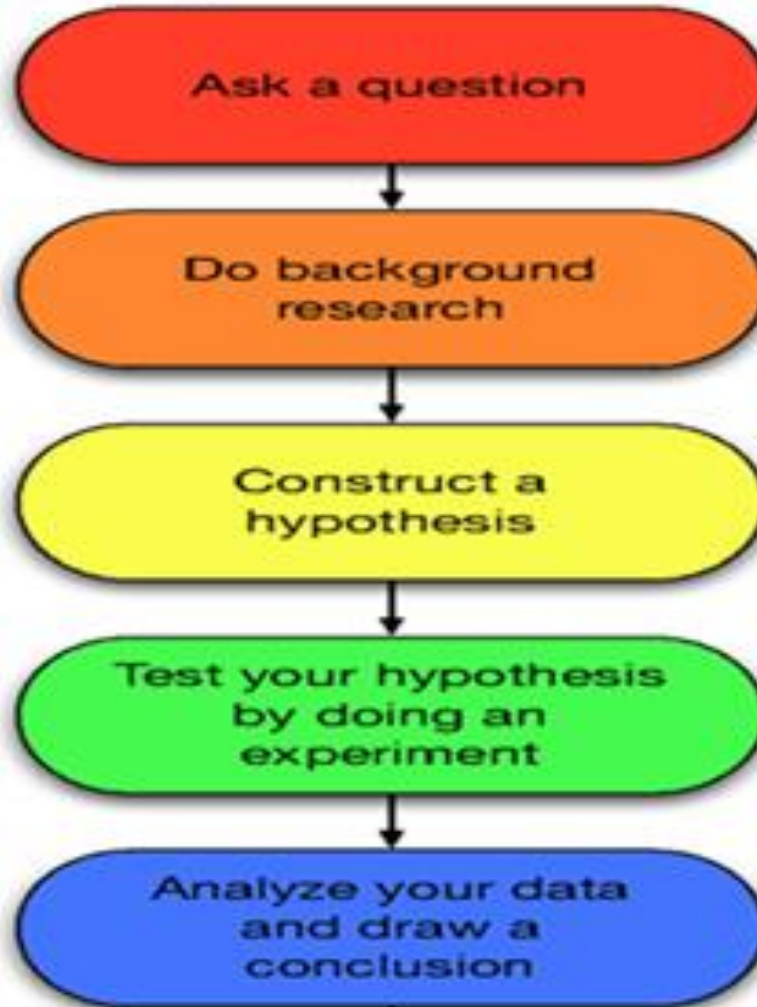


Thoughts on the Video

In groups, discuss your thoughts on the video:

- *What thoughts did it raise for you as a professional involved in education?*
- *How do you think it could affect lesson planning and differentiation?*
- *What will you do differently in your own role?*

The scientific method



Activity - Smallpox Reading (5 mins)

CLASSROOMS

Complicated text

Complicated text with
supportive highlighted
keywords

Supportive text with
highlighted keywords

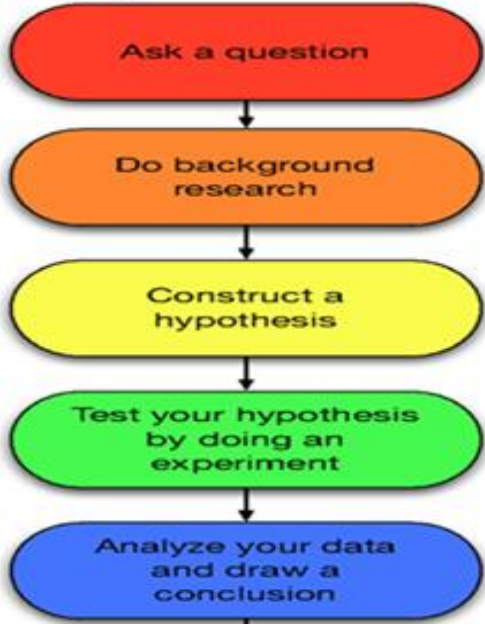


You are now going to
read about smallpox and
Edward Jenner, pick your
task depending on how
confident you are.

■ You have 5 mins

Read the paragraphs about Jenner's work and arrange them into an order that follows scientific method.

<http://www.online-stopwatch.com/bomb-countdown/>

<p>+ He tested his theory in 1796, when a milk maid called Sarah Nelmes caught cowpox. He asked an eight-year old boy, called James Phipps, to come to his house, where he squeezed pus from a cowpox spot on Sarah’s hand into a cut on James’ arm. The boy caught cowpox.</p>	<p>* Jenner noticed that girls who looked after cows rarely caught smallpox, but caught a milder form of the called Cowpox from infected animals. Cowpox was not fatal, and they always recovered. He came up with the hypothesis that if you gave people a disease caught from cows, called cowpox, they would be protected from smallpox. Many people thought he was mad and some even thought that anyone who was given cowpox would turn into a cow!</p>	 <pre> graph TD A([Ask a question]) --> B([Do background research]) B --> C([Construct a hypothesis]) C --> D([Test your hypothesis by doing an experiment]) D --> E([Analyze your data and draw a conclusion]) </pre>
<p>= As a young man, Edward Jenner (1749–1823) was given smallpox on purpose. The idea was that by giving it to people when they were young, fit and healthy they would survive better than if they caught it when they were older. This was a very dangerous thing to do and many people died. Jenner survived but later in his life, he set about trying to stop this practice. Clearly, more background research was needed.</p>	<p>% Eight weeks after the first test, he squeezed pus from a smallpox spot into another cut on James’ arm. His analysis showed that the boy did not get smallpox. This was the first vaccine (although Jenner knew nothing of microbes). The word ‘vaccine’ comes from the Latin for cow – vacca. Thanks to immunisation, smallpox no longer exists in the world. It has been eradicated. (p5)</p>	<p>£ Smallpox was a very serious disease which caused huge spots filled with pus to appear all over the body. In the 18th century nearly everyone caught the disease and 25% of victims died. Those who lived had terrible scars left by the spots, especially on their faces. The question was, could the disease be cured?</p>

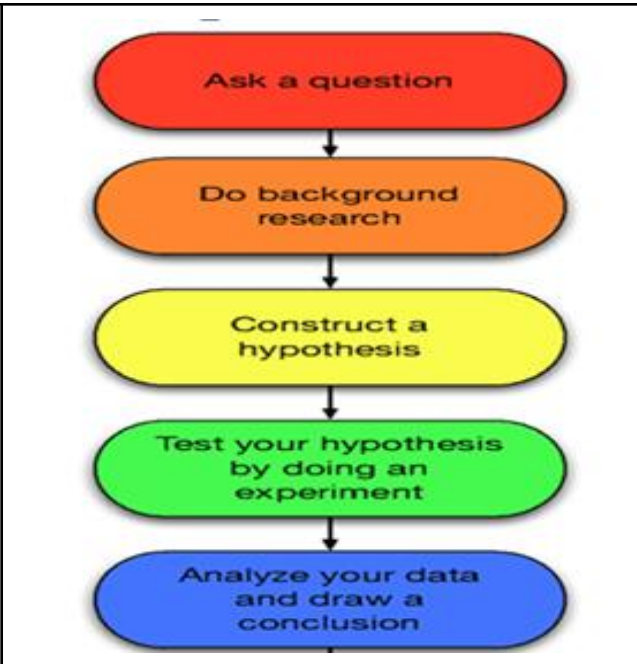


What steps could you take to differentiate the sheet for lower ability learners?

The discovery of Vaccines - Rearrange the paragraphs below so they follow the order of the Scientific Method

+ He tested his theory by squeezing the pus from a cowpox spot into an uninfected patient. The patient caught cowpox.

* Jenner noticed that milkmaids rarely caught smallpox, but caught a milder form from their cows called cowpox. He came up with the hypothesis that if you gave people cowpox they would also be protected from smallpox.



= Edward Jenner (1749–1823) was deliberately given smallpox when he was young in order to make him immune. This was not the best way to protect him from later infections of smallpox as it was dangerous. Edward realised more research was needed

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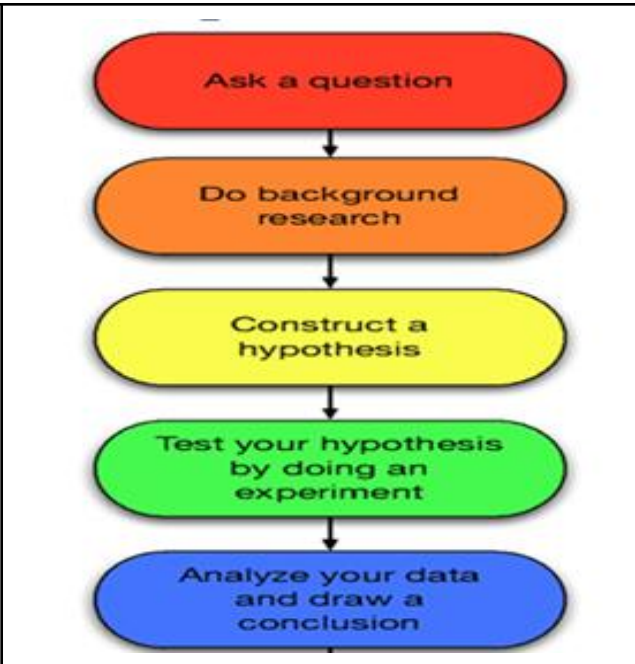
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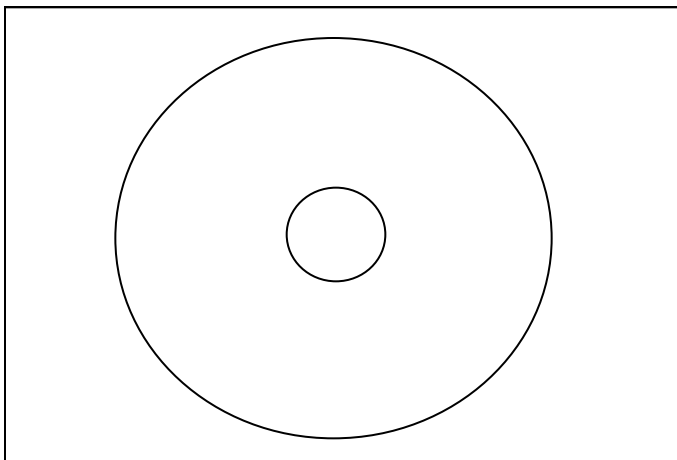
How could the Hyerle Thinking Maps be used to support a pupil who has been given the following task in their English lesson?:

‘Write a poem about New Delhi’

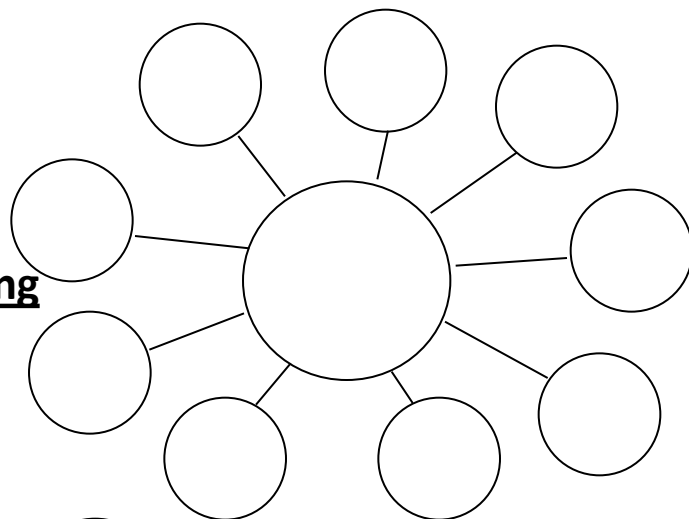
Which maps might you use for different purposes?

Circle
Map

What do I
know and
how do I
know it?

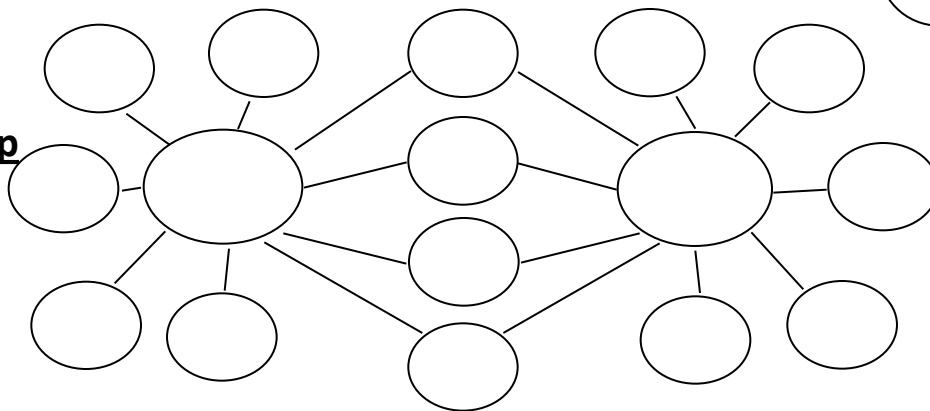


Bubble
Map—
Describing



Double Bubble Map

Comparing and
Contrasting



Hyerle
Thinking
Maps



Developing staff
expertise



Comments on the matching exercise

Consider:

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

The background is a warm-toned still life photograph. In the upper left, a wooden mallet with a rounded head lies horizontally. To its right, a cinnamon stick is positioned diagonally. In the lower right, a clear glass is partially filled with orange juice. The overall lighting is soft and warm, creating a cozy atmosphere.

Teacher Comforts

Strategies to support the progress of SEN pupils



Discuss your thoughts on the video:

- What types strategies were used in the classrooms?
- How will this video improve your planning for children with SEN?





Working with
pupils and parents



CONNECTING
CLASSROOMS





Reflections on the audio clip

- What are your thoughts on the parental voice audio?
- What factors influenced this parent's decision on where to send their child?

