



Handout 1

The national curriculum inclusion statement and classroom practice

To enable more inclusive learning and teaching to take place, teachers and schools are expected to implement the national curriculum inclusion statement (The National Curriculum, 1999, p30).

The inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of students.

These principles, as they relate to good teaching, have been represented by the National Strategies.

Inclusive teaching means:

- **Getting the learning objectives right** – inclusion is not necessarily about every student working on the same learning objectives as every other student in the class. It is essential that teachers are able, where necessary, to track back through objectives such as those in the National Strategies' frameworks, to identify the appropriate objectives (linked to the topic the class are working on) for students who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning and demonstration during whole-class teaching, and through the work they plan for individuals and groups.
- **Drawing on a variety of teaching styles and approaches**, such as open and closed tasks, short and long tasks, or visual, auditory or kinaesthetic learning, matched to the needs of individual students.
- **Building in different approaches for individuals and groups** (such as alternatives to written recording; using visual and written materials in different formats, including large print or symbol text; using ICT or other technological aids) to overcome real or perceived barriers to learning. Teachers need to be aware that some students with SEN and/or disabilities can work on the same learning objectives as others in the class, as long as the teacher plans appropriate approaches to overcoming any barriers between the student and the learning. Disability legislation calls these approaches 'reasonable adjustments'. For example, a lesson that relies on students knowing number facts fluently to succeed will probably present a barrier to a student with dyscalculia. The barrier might be removed, for example, by letting the student use a calculator. A lesson that requires a student to hand-draw accurate shapes and graphs will present a barrier to someone with poor motor skills. The barrier can be removed by using appropriate drawing software.

It is common to see some aspects of the three principles of an inclusive curriculum in use in schools, but less commonly all of them in use together. This can lead to problems.

Things can go wrong, for example, when the learning objectives are right but teaching styles are not varied, or vice versa. For example, an effective approach may be to ask a teaching assistant to support a student, but if the learning objectives and teaching styles are not also adjusted, the student may only be helped to access a totally inappropriate curriculum. It is a mistake to assume that planning for additional adult support from a teaching assistant for students is, on its own, an effective way to match the curriculum to students' needs.

It is sometimes thought, usually incorrectly, that some students can only learn when they have a teaching assistant sitting with them. Effective differentiation will go beyond planning additional support from a teaching assistant for a student or group. It will draw on all three of the 'inclusion principles' – setting appropriate learning objectives, varying teaching approaches and finding ways to overcome specific barriers to learning.



Handout 2

Choosing appropriate learning objectives

The first question to ask when planning for students with SEN and/or disabilities is whether the student or group of students can work on the **same learning objectives as the rest of the class** – with appropriate approaches and teaching styles for the individuals or groups. Getting this right will depend on accurate assessment of what each student knows, understands and can do. Some students may need to work on different learning objectives because they have learning difficulties and are working at earlier national curriculum levels than others in the class. Some may need to work on different learning objectives because they have gaps in their learning, for example as a result of a long-term medical condition. However, many students with SEN and/or disabilities will not need to work on different learning objectives. For some students with communication and interaction needs, students with sensory or physical impairments, many dyslexic students and students with BESD, it is highly likely that what they need is adaptations to teaching styles and other modifications, rather than different learning objectives.

If a student cannot work on the same objectives as the class as a whole, the teacher might want to choose **learning objectives that are linked to the topic that the whole class is working on, but from earlier in a learning progression**. In the core subjects, it will be possible to track back through the objectives in the relevant national frameworks to find earlier learning objectives. In other subjects, you can find guidance on this in the relevant programmes of study.

Planning will also need to be informed by knowledge of individual priorities for students with SEN and/or disabilities. Students may have other priority needs that are central to their learning, eg concentrating on communication or problem-solving skills, working with others or managing their own emotions. These needs may be detailed in target-setting of various kinds, including a student's individual education plan (IEP) or statement of SEN. These targets can often be met within whole-class learning – for example, physiotherapy objectives might be met in PE lessons, communication objectives in English lessons, problem-solving objectives in mathematics, history or geography. A student with severe learning difficulties can, for example, learn about taking turns in the context of collaborative group work in a humanities or science lesson. However, in this case, what the teacher wants the student to learn is **distinct and different from the learning objectives for the rest of the class, although the activities designed for the class as a whole can encompass the student's individual priority need**.

Some students may have additional therapeutic or other needs that cannot easily be met through class activities. For these students, **alternative objectives to meet specific needs** sometimes need to be planned at identified times. For example, a student might spend time away from the class for a limited number of sessions to develop their social, emotional and behavioural skills, to learn Braille or touch-typing, for a one-to-one literacy intervention programme or to work on a group programme devised by a speech and language therapist and delivered by a teaching assistant. Alternative activities like this are legitimate as long as, over time, all students receive a broad and balanced curriculum.



Handout 3

Examples of planning

These examples are adapted from Jean Gross, 2007, *Beating Bureaucracy in SEN*, Routledge.

Year 8 maths scheme of work

In a year 8 maths scheme of work, the class was working on position (coordinates), straight line graphs and expressing simple functions in words. The class included a number of students with significant learning difficulties, who were working at early primary school levels. In one lesson, these students worked on the keywords 'column', 'row', 'left', 'right' and 'position', using a game they played in pairs – each moving counters on a grid and answering the question, "What's your position?"

The planning included questions that the class teacher could use to involve everyone during the plenary, such as, "Can you write instructions using shorthand, for example '2R' (move two squares to the right)?"

Secondary geography lesson

In geography, a potentially challenging lesson on tectonics was made accessible by planning for students with learning difficulties to use a simple instruction sheet to construct an 'edible earth'. This consisted of crust, mantle, outer core and inner core, using three different colours of ice cream, nuts and edible silver spheres. In the plenary they had to identify each part as they ate their edible earth, sharing it with the class.

Secondary English lesson

Teacher:			Subject: English	Date:
Class: 9 L	NOR: 23	Grouping mixed ability	NC Levels: 2–7	
Unit of work: Study of KS3 Shakespeare text				
Objectives (WALT) Read and understand key scene from text Explore characters and what motivates them			Outcomes (WILF) Brief monologues (soliloquies) that give a good picture of the opinions and feelings of one character Complete reading of key scene from set text; understanding of what has happened and why	
Activities Starter Paired recap on previous lesson's reading – key actions/characters Q and A by teacher Main Use IWB to display a usual wedding and contrast with play Display still from – identify main characters Individuals choose one character and write brief monologue exploring the character's thoughts and feelings in the scene Paired work – read and comment on each other's monologue Complete reading of scene with individuals taking parts, up to Leonardo's losing control Plenary What will be the effect of the scene on events to come? Last IWB slide – ask students to add thought bubbles for all main characters			Differentiation (SEN/G&T/EAL) Students to work in their buddy (mixed-ability) pairs Ask Qs using 'infer', 'speculate' to challenge more able students Give Ian, Parin, Anthony a copy of the last IWB slide (the still from movie) with starter ideas in boxes for each character – students to choose one and complete in the box Dan to work with Robbie – Robbie scribe Students to work in regular (ability-matched) pairs	
Assessment opportunities Use plenary to check understanding for five target students				
Homework Edit your monologue in the light of others' comments / what actually happened in the scene			Ian, Parin, Anthony instead to read next two scenes in Comic Book Shakespeare (www.shakespearecomics.com) in preparation for next lesson	

History scheme of work: year 9

Topic: Women at work in World War 1

Lesson 1: What jobs did women do in World War 1?

Main lesson objective	To understand the importance of women in World War I
Key words	Jobs, employment, transport, factories, farms, nursing
Activities for students with learning difficulties	<p>Read through fact sheet on World War 1.</p> <p>Explain that at this time only men could do manual jobs.</p> <p>However when the men went to war women were needed to carry out the jobs previously done by the men. Harvest was completed by women, nurses cared for soldiers, and women worked in factories and took over the transport.</p> <p>Look at pictures and discuss the work that is going on.</p> <p>Match the sentences to the pictures.</p>
Resources	<p>Information sheet</p> <p>Worksheet 1</p> <p>Set of laminated pictures</p> <p>Set of laminated sentences</p>
Plenary	Ask the students what job they would have volunteered for if they had been alive in 1914–1918

History scheme of work: year 9

Lesson 2: What job would you apply for to help in the war?

Main lesson objective	(Class) To understand the types of jobs that supported the war effort (Students with learning difficulties) Additionally, to write an application for a job using a curriculum vitae
Key words	Jobs, employment, transport, curriculum vitae, farms, nursing
Activities for students with learning difficulties	Discuss with the students what job they would like to do to support the war effort Remind them that this would be the first time women would be allowed to work in manual jobs Read through worksheet 1 Explain that worksheet 2 gives words and sentence starters to help with their writing Students to cut out and match words and then complete own writing Students will fill in curriculum vitae (worksheet 3) giving information about themselves
Resources	Information sheet Worksheet 1 Set of laminated pictures from week 1 Digital photo of each student Worksheet 2 (cut-up words) Worksheet 3
Plenary	To share writing with the class



Handout 4

Case study of a student

Jason entered secondary school in year 7 at a good level for his age. He had achieved a secure level 4 in English, and a low level 5 in mathematics and science at the end of key stage 2.

At the end of year 7 his teachers assessed him at just within level 5 in English and at level 5a in mathematics and science.

He went on to achieve level 5 in English and mathematics in tests at the end of year 8. In science, his teacher felt he was very close to achieving level 6.

In year 9 he achieved level 5 in all three subjects.

Handout 5

What constitutes good progress for individual students?

Adapted from Guidance for LAs on Setting Statutory Education Performance Targets (DCSF, 2007).

Key stage 1	Key stage 2	Key stage 3	Key stage 4
<p>Tracking progress across years 1 and 2 should result in targets for pupils to reach level 2c, as a minimum, at the end of year 2. To have the best chance of reaching level 4 by the end of key stage 2, pupils need to reach level 2b or above by the end of year 2.</p> <p>Depending on their starting point when they enter key stage 1, pupils should have targets to make at least one level of progress during the key stage.</p> <p>For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.</p>	<p>Key stage 1 teacher assessments and tracking of progress in years 3, 4 and 5 should result in targets for all pupils to progress by at least two levels.</p> <p>No pupils should fail to progress by at least one level.</p> <p>A proportion of pupils who achieved level 1 will be capable of achieving level 4 or above, depending on the interventions used to accelerate their progress.</p> <p>Pupils need to reach level 3 by the end of year 4 to be on track for level 4 at the end of year 6.</p> <p>For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.</p>	<p>Key stage 2 teacher assessment and test results, year 7 progress tests and tracking of progress in years 7 and 8 should result in targets for an increasing majority of students to progress by two levels.</p> <p>No students should fail to progress by at least one level.</p> <p>At least 40 per cent of students who achieved level 3 at the end of key stage 2 should progress to level 5 or above in English (50 per cent in maths), depending on the interventions used to accelerate their progress.</p> <p>For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.</p>	<p>Key stage 3 teacher assessment and test results and tracking of progress in year 10 should result in targets to improve the proportion of students making the equivalent of two levels' progress.</p> <p>Students with an average of level 6 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade B in English and maths). Students with an average of level 5 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade C in English and maths).</p> <p>For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.</p>



Handout 6

Research on the effect of teachers' expectations

In a famous experiment, Rosenthal and Jacobson¹ (1968), gave information to teachers that some pupils would 'bloom' later on academically, on the basis of spurious IQ measures. They found that these pupils did indeed do better than their peers. This early research has been subject to methodological criticisms, but the findings are broadly consistent with those of later researchers.

Hargreaves² (1967) found that students who were placed in top streams were expected by their teachers to work hard, to behave well and to succeed academically. Teachers held similarly generalised perceptions of students who, for whatever reason, were placed in bottom streams. They expected them to truant, misbehave and fail at school. Hargreaves concluded that students judged by teachers in some way to be 'good' are given the benefit of the doubt even when they are not, whereas the opposite effect held for students not judged as 'good'.

Taylor (1976)³ charted the attributes that teachers used to explain and predict how students in their classrooms would behave and perform. He found that students' academic performance was the predominant attribute used.

Good and Brophy⁴ (1977) found that when a group of teachers immediately altered their responses after being told that they were offering less praise and more criticism to students they designated as low achievers, the behaviour and performance of the low-achieving group improved rapidly.

Blatchford and his colleagues⁵ (1989) found evidence that where teachers had low expectations of students they tended to offer them a narrower range of curricular experience.

- 1 R Rosenthal and L Jacobson, 1968, *Pygmalion in the Classroom: Teacher expectation and pupils' intellectual development*, Holt Rinehart and Winston, New York
- 2 D Hargreaves, 1967, *Social Relations in a Secondary School*, Tinling, London
- 3 M Taylor, 1976, *Primary School Teachers' Perceptions of their Pupils*, University of Keele
- 4 T Good and J Brophy, 1977, *Educational Psychology*, Holt Rinehart and Winston, New York
- 5 P Blatchford, 1989, *Playtime in Primary School: Problems and improvements*, NFER-Nelson, Windsor



Handout 7

Extracts from school reports

School reports	
Mentally slow, unsociable and adrift forever in his foolish dreams	Albert Einstein
She must try to be less emotional in her dealings with others	Diana, Princess of Wales
Well, goodbye X, and remember that your best friend is the waste-paper basket	Robert Graves
Though her written work is the product of an obviously lively imagination, it is a pity that her spelling derives from the same source	Beryl Bainbridge
He has glaring faults and they have certainly glared at us this term	Stephen Fry
[His record was...] no better than that of the average intelligent lad	Harold Wilson
He has only three speeds: slow, very slow and stop	Richard Dawkins
I cannot but believe that he is really quite intelligent, and I expect it will be brought out somehow, somewhere	James Dyson
One-paced. Lacks concentration. Good attitude. Mark: B	Rio Ferdinand



Handout 8

Points for action

What do I want to do next to develop my practice?

How will I do this?

What is my timescale for this to happen?

How will I know if I have been successful?

Do I need to involve anyone else in enabling this to happen?



Handout 9

Follow-up activities

The following activities are suggested ways you can build on your learning after the session.

- On your next placement, find out more about 'different' learning objectives that some students with SEN and/or disabilities may be pursuing, by looking at students' personal targets, eg on a sample of individual education plans (IEPs)
- Learn more about assessing students against the P scales, by looking at the 'Using the P scales' DVD (QCA/05/1589)
- Investigate the RAISEonline software and explore its capabilities