Special educational needs and/or disabilities
Training toolkit

For secondary PGCE tutors and trainees

Including students with SEN and/or disabilities in secondary citizenship

tda

developing people, improving young lives

Contents

1 Including students with SEN and/or disabilities in secondary citizenship lessons

Introduction

This booklet gives tutors and trainees information about subject-specific issues in the citizenship curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive citizenship lessons. There are also suggestions for further reading and support in section 7.

Each booklet in this series contains a self-audit table (section 3). This offers a range of ideas that you can use to check against your practice and the practice you observe. The organisation of information in this table is based on the most recent research evidence and the views of expert teachers.

Recent evidence (eg Davis and Florian, 2004) suggests that much of what has traditionally been seen as pedagogy for students with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of students. This applies even when teaching approaches may look very different, eg when teachers are working with students with complex needs.

Trials of these materials in 2007/08 suggested that grouping teaching approaches into themes helps new teachers and those who work with them to consider and discuss their practice. Therefore each self-audit table is grouped under eight themes:

- maintaining an inclusive learning environment
- multi-sensory approaches, including information and communication technology (ICT)
- working with additional adults
- managing peer relationships
- adult-student communication
- formative assessment/assessment for learning
- motivation, and
- memory/consolidation.

There are many overlaps between these themes, but the model offers a useful starting point to help you develop teaching approaches that include students with SEN and/or disabilities.

Citizenship

"Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

"Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

"Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgments and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

"Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world."
National Curriculum, QCA, 2009

In citizenship, planned learning experiences will include a mix of:

- citizenship lessons and learning activities

- learning across the curriculum and in other subjects

- activities involving the whole year group, key stage or whole school

- learning through specific projects, eg in the local community, and

- participation in the life of the school, including through class or school governance.

In citizenship teaching, activities need to be planned carefully to create positive personal and social experiences and learning. Citizenship needs a whole-school approach. Schools must also consider their values, ethos and organisation. The quality and nature of students' relationships with adults and with each other are always crucial, as are the opportunities and support for students to play an active part in decision making. To meet the aims of citizenship, you should create opportunities and provide support to enable students to:

- take responsible action

- take part in decision making on issues of significance to them and their community

- meet and talk with people, including community leaders

- work with others

- consider political, social and moral dilemmas and issues

- express, explain and justify their views

- find information, using enquiry and research, and

- develop understanding of, and respect for, themselves and others.

Research has suggested a range of issues that you need to consider when planning and teaching citizenship for students with SEN and/or disabilities (Blake and Muttock, 2004). Some of these are covered in the self-audit table in section 3.

Roles and responsibilities

Recent legislation and guidance make clear that **all** the teaching staff in a school are responsible for the provision for students with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for students with SEN and/or disabilities. Staff should help students with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled students in all aspects of school life.

The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the DDA to:

- make reasonable adjustments to their policies and practice to prevent discrimination against disabled students

- increase access for disabled students, including access to the curriculum, through accessibility planning, and

- promote disability equality and have a disability equality scheme showing how they will do so.

These duties are important and significant. They require schools to:

- take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination, and

- build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

Schools must address their various DDA duties together in a way that brings greater benefits to disabled students, staff, parents and other users of the school. Using the self-audit table in this booklet to develop an inclusive approach to your teaching will help you carry out these duties in your subject.

Modifying the curriculum and the National Strategies to match students' needs

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils."
National Curriculum, QCA, 2008

This is more than just giving students 'access to the curriculum'. The curriculum is not immovable, like some building, to which students with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all students.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all students. Teachers have to:

- set suitable learning challenges

- respond to students' diverse learning needs, and

- overcome potential barriers to learning and assessment for particular individuals and groups of students.

These principles allow you to:

- choose objectives for students with SEN and/or disabilities that are different from those of the rest of the group, or

- modify the curriculum to remove barriers so all students meet the same objectives.

Planning for students with SEN and/or disabilities should be part of the planning that you do for all students, rather than a separate activity. It doesn't need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for students with SEN and/or disabilities. Any personal targets the student has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor.

You should also think about the questions you will ask different groups and individuals and the ways you will check that students understand. Some students with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for students to demonstrate what they know and can do.

Disability has a clear place in the citizenship curriculum, and disabled students can be empowered to take an expert role when the topic is being discussed, eg by carrying out a local survey of school facilities for accessibility. Similarly, disability issues can be raised through other subject areas – eg students could use computer-aided design to remodel disability aids to make them more aesthetically pleasing.

All students can be introduced to disability issues, locally, nationally and globally, regardless of whether or not they have a disability, eg when considering equality or human rights and responsibilities. However, students with disabilities should not be confined to examining disability issues – they should explore all the issues that might be covered in citizenship, such as youth crime or economic well-being.

Many disability organisations and other research organisations – such as The Rowntree Foundation – have statistics related to disability which can be used as a sound basis for beginning work on these issues. It is important to remember that many students may have friends and relatives who are disabled and may already have strong feelings and views on disability. This should be handled sensitively to avoid bringing out personal information unless it is volunteered.

2 Removing barriers to the citizenship curriculum for students with SEN and/or disabilities

Teaching and learning

To make citizenship lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all students can fully take part and learn.

In some activities, students with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using virtual decision-making scenarios supported by ICT rather than text-based activities.

Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

There are some examples in the checklist in section 3.

Assessment

Similarly, when assessing students, you need to plan carefully to give students with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example, some students may not be able to achieve certain aspects of the level descriptions. QCA (2008) advises that, when a judgement against level descriptions is required, your assessment of the student's progress should discount these aspects.

3 Self-audit for inclusive citizenship lessons: planning teaching, learning and support

You can use the following checklist to audit your practice and plan for more inclusive lessons.

The left-hand column of the table suggests approaches that are appropriate for students with SEN and/or disabilities in all subjects. The right-hand column suggests extensions and emphases that may be helpful in removing barriers for students with SEN and/or disabilities in citizenship.

In most cases, the actions recommended are good practice for all students, regardless of their particular SEN and/or disability.

In other cases, the actions taken will depend on the barriers to taking part and learning identified in relation to the lesson being taught and students' particular SEN and/or disabilities. For example, students find it easier to make sense of some of the more complex areas of citizenship when activities build on their own life experiences. For many students with learning difficulties, thinking about and taking part in activities in the school community can be a helpful introduction.

Students with dyslexia or speech, language and communication needs can be supported in understanding and communicating about issues such as bullying by using visual aids such as cartoon pictures. Questionnaires can be adapted to allow students to give their views, for example using graphics.

For students with difficulties in concentration or communication, physical activities can be a way of enabling them to take part – eg putting themselves in different spaces to represent different ideas. And some young people with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks.

In these cases it is helpful to discuss and plan with a support assistant who knows the young person well. The SENCO, subject associations and/or organisations supporting people with particular SEN/disabilities may be able to offer more specialist advice.

These examples are not comprehensive or exhaustive. They are intended to stimulate thinking rather than offer detailed advice on how to teach the subject to students with different types of special educational needs and/or disabilities. You will wish to add your own general or subject-specific ideas to the self-audit table.

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Citizenship	Observed	Tried out
Sound and light issues For example: • background noise and reverberation are reduced • sound field system is used, if appropriate • glare is reduced • there is enough light for written work • teacher's face can be seen – avoid standing in front of light sources, eg windows • students use hearing and low vision aids, where necessary, and • video presentations have subtitles for deaf or hearing-impaired students and those with communication difficulties, where required.	**Sound and light issues** Interactive whiteboards are non-reflective to reduce glare. When working outside the classroom, for instance on visits, encourage students to think about their needs and tell you about them in advance. You may be able to encourage students to develop 'coping strategies' that enable them to participate in environments that are less than ideal. For example, other students could help them to communicate, or you could agree in advance on alternative forms of record keeping, such as photographs.		
Seating Students' seating and the main board position are planned for the shape of the room. Students can see and hear clearly, as necessary: • the teacher • each other, and • the board/TV/screens. Seating allows for peer or adult support. There is room for students with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.	**Seating** Seating should allow all students in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for students. Allow enough room for wheelchair users to move freely in group work, role-play and work using circle approaches.		

Maintaining an inclusive learning environment	Citizenship	Observed	Tried out
Resources Storage systems are predictable. Resources are: • accessible, eg within reach, and • labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.	**Resources** Encourage students with SEN and/or disabilities to evaluate the specific resources and support their use, and to help establish the criteria for evaluation.		
Displays Displays are: • accessible, within reach, visual, tactile • informative, and • engaging. Be aware of potentially distracting elements of wall displays.	**Displays** Make sure displays reflect students' own work and achievements in citizenship, and that work is updated regularly. The display policy should allow achievements at all levels to be displayed, and the ethos of the school should value all students' work. Select resources that: • are in a range of media • include disabled people, and • promote positive messages about disability.		
Low-arousal areas A low-arousal area is planned for students who may need it and is available for use by all students. The area only needs to have immediately relevant materials/resources to minimise distraction.	**Low-arousal areas** It can be useful to involve the class in planning the low-arousal area and devising the rules for using it. Explain why the area might be useful to help all students with their learning.		

Maintaining an inclusive learning environment	Citizenship	Observed	Tried out
Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for students with mobility difficulties to leave the site of an accident. Remember that students with an autistic spectrum disorder (ASD) may have low awareness of danger.	**Health and safety** When considering rights and responsibilities, examine health and safety legislation with students – why it exists, myths about health and safety, where to get up-to-date, accurate information. Get students to undertake a risk assessment of the classroom and school, reporting their findings to the leadership team and governors. This can involve examining the issues and assumptions about health and safety and disability. Allow students with SEN and/or disabilities more time to practice keeping safe where necessary – eg with road safety exercises – and allow flexibility in the timing of activities.		
Unfamiliar learning environments Students are prepared adequately for visits.	**Unfamiliar learning environments** Make sure students are well prepared for visits or community-based activities. Preparation can include using photographs, videos, artefacts etc, so that students are not worried about unfamiliar situations. This is particularly important for students with ASD. Visits might include going to a magistrates' court, local young people's parliament, council chamber, or to Parliament. Explain disabled students' access needs to out-of-school venues in advance of visits.		

Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	Citizenship	Observed	Tried out
Multi-sensory approaches Students' preferred learning styles are identified and built on: • when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video • for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and • to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that students can convey their understanding, uncertainty or need for help.	**Multi-sensory approaches** Active learning methods using a variety of ways of communicating, not only verbal/written, are important for all students, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models. Accepting that others have different views and that they have a right to hold and express them can present barriers for some students with behavioural, emotional or social difficulties (BESD) or an ASD. Many of these barriers can be removed by using multi-sensory approaches. Experiential learning encourages all students to take some responsibility for their own learning in citizenship. Trying out new learning in real situations can allow students with SEN and/or disabilities to consolidate their learning and practice skills in new situations, which they may not encounter in everyday life (unlike some students without disabilities). Film and video are powerful tools to support citizenship learning. Deaf students and students with speech, language and communication difficulties may need subtitles to gain full benefit from these media.		

Multi-sensory approaches, including ICT	Citizenship	Observed	Tried out
ICT ICT is used to support teaching and learning. Accessibility features are used to include students with SEN and/or disabilities, as appropriate, eg: • keyboard shortcuts instead of a mouse • sticky keys • a foot-controlled mouse, a head-controlled mouse or a wireless mouse • screen filters to cut down glare • increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations) • clear font type (normally sans serif, such as Arial or Comic Sans) • appropriate contrast between background and text, and/or • a talking word processor to read out text. Students with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Predictive text can encourage students to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.	**ICT** Both still and moving digital image technologies are valuable tools for teaching citizenship. They provide opportunities to examine contemporary issues in citizenship – exploring topical and controversial social and moral issues by stimulating discussion and comment rather than relying on complex text. In citizenship, ICT allows students to: • communicate information about social issues using the correct terminology, and • research issues – web browsers such as Webwise offer a simplified version of the page being viewed. Use software appropriately to enable students to create their own images and stories which reflect their thinking, learning and behaviour in relation to the citizenship topic they are studying. These might be shared electronically with students in other schools locally, nationally or even internationally through the Schools Linking Network: **www.schoolslinkingnetwork.org.uk** There are opportunities to present and use data, for example on local crime figures, or to take a virtual tour of Parliament. ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.		

Working with additional adults

Working with additional adults	Citizenship	Observed	Tried out
Consulting students Wherever possible, students are consulted about the kind and level of support they require.	**Consulting students** You might consult students through a class council, year council or school/student council. Encouraging students to take part in decision making is central to understanding democratic processes. Ensure that students with SEN and/or disabilities are given a voice in this process. For example, rehearse the points they want to make in advance, and pay particular attention to those points in plenary sessions involving the whole group in discussion. Some students with significant learning difficulties may need advocates to participate in school democracy. Peer support using groupings that work more closely with the teacher in a structured manner can also facilitate their involvement and participation.		

Working with additional adults	Citizenship	Observed	Tried out
Planning support Support from additional adults is planned to scaffold students' learning, allowing them, increasingly, to work independently. Planning should identify: • which individuals/groups will receive support • where in the lesson students will need support • the type of support students should receive, and • when students should be allowed to work independently. Additional adults: • are clear about the lesson objectives • know the sequence of the lesson • understand the lesson content • know how to break tasks into more manageable chunks • are provided with key questions to encourage formative assessment, and • where appropriate, are familiar with any ICT used to support students.	**Planning support** Plan to pre-tutor important citizenship vocabulary, concepts and/or processes, where appropriate. Identify which resources will be needed to meet the learning objectives, and make sure they are adapted to support students with SEN and/or disabilities. Students' specific needs will be documented by the school and will depend on the individual needs of the student. They may include such things as access to a computer, enlarged print, hearing loops and so on. Encourage students with SEN and/or disabilities not to become too reliant on specialist and one-to-one support staff. Encourage them to ask for help from their friends and their teacher. Plan the gradual reduction in support with classroom staff as the student becomes more independent at performing tasks.		
Evaluation Additional adults report to the teacher on students' progress. The effectiveness of support is monitored and reviewed.	**Evaluation**		

Managing peer relationships

Managing peer relationships	Citizenship	Observed	Tried out
Grouping students All forms of student grouping include students with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for students. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for students on the autistic spectrum.	**Grouping students**		
Managing group work and discussion Students move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for students who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Students are assigned specific roles (eg chair, writer, reporter, observer) which gives all students something to do and keeps them focused.	**Managing group work and discussion** Use paired and small group discussion to establish shared ground rules with students, to help them feel part of the group and to take some responsibility for themselves and their behaviour in the group. Relate this to sensitive issues, for example in 'Identity and diversity' – discussion about recognising and challenging inequalities, discrimination and racism. Disability equality is relevant to all students, not just those who are disabled themselves.		
Developing responsibility Students with SEN/disabilities are: • given opportunities to initiate and direct projects, with support as appropriate, and • involved as equal contributors in class/school governance and decision making.	**Developing responsibility** Support students to work collaboratively as part of a research team and give them opportunities for control over deciding which areas to research within the curriculum. Enable students to take responsibility for aspects of school life and to exercise real choices – eg through being members of class and school councils or working groups developing school policies and voting in school elections.		

Adult-student communication

Adult-student communication	Citizenship	Observed	Tried out
Teachers' communication Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different students – careful preparation ensures all students have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet students' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some students might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.	**Teachers' communication** Recognise that: • citizenship concepts and language, eg 'democracy' and 'justice', 'rights and responsibilities', 'identities' and 'diversity', because of their abstract nature, can create barriers for students • students may need support with technical vocabulary specific to citizenship topics, eg 'franchise', 'advocacy'. Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on citizenship vocabulary is available where needed.		
Students' communication Alternative communication modes, such as sign or symbol systems, are encouraged, and students' contributions are valued. Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the student themselves on the best way of using such communication modes in lessons. Discussion of experiences and investigations is encouraged to help students understand them.	**Students' communication** Use 'draw and write' as a technique for finding out what students know or believe. Ask them to respond to prompts such as "who or what is a good citizen?", draw a picture and then write a sentence to explain what is happening in the picture. (If writing and drawing is difficult for the student, they can tell the person who may be supporting them what they think – or use another means of communication.)		

Adult-student communication	Citizenship	Observed	Tried out
Student-teacher interaction Where appropriate, students are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. Students with communication impairments are given: • time to think about questions before being required to respond • time to explain, and • respect for their responses to questions and contributions to discussions. Additional adults prepare students to contribute to feedback sessions, where necessary.	**Student-teacher interaction** Use a microphone. The person holding the microphone is the only person allowed to speak. The microphone is then passed to the next student, who then speaks. This is particularly helpful in conducting debates on issues of concern to students. It encourages turn-taking and listening, and helps to increase participation and build self-confidence.		

Formative assessment/assessment for learning

Formative assessment/ assessment for learning	Citizenship	Observed	Tried out
Understanding the aims of the lesson Lesson objectives are made clear in pictures/symbols/writing, as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all students to achieve success.	**Understanding the aims of the lesson** Build up a chart (using a wallchart or other space) to show the focus of each lesson, and how successive lessons/ topics link together to develop an area of work in citizenship. This could include symbols, images or objects to make it more accessible.		
Focus on how students learn Students' own ways of learning and remembering things are emphasised. Students are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways students are comfortable with.	**Focus on how students learn** Use circle approaches with prompts like "one thing I have learnt today about how we vote is…" or "one thing I could do better/improve is…" to encourage students to reflect on their learning. This can be done in a group, in pairs or individually and recorded anonymously on post-it notes.		
Students know where they are in relation to learning aims End-of-lesson discussions focus on one or more of the ideas explored and the progress that students have made towards them during the lesson. Students are encouraged to look back to previous work/photos/ records to see how much progress they have made. Half-termly or termly self-assessment sheets are used for students to assess their progress – a range of recording methods is accepted.	**Students know where they are in relation to learning aims** Revisiting a mind map of the same area of learning, say after three weeks of studying a citizenship topic, can be a good way of assessing – through the added 'branches' of the map – how students' understanding of concepts is developing. This approach can be particularly valuable for students for whom oral and written communication present a barrier, as pictures and symbols can be included.		

Formative assessment/ assessment for learning	Citizenship	Observed	Tried out
Giving feedback Marking and other feedback helps students improve their performance. Feedback is given in an appropriate form – verbally, in writing. Specific, rather than general, feedback is given. Comments are positive, explicit and evaluative. Emphasis is on the students' progress and achievement. Weaknesses are presented as areas for development. Opportunities are offered for students to attempt a piece of work again. These approaches are particularly useful for students who find it difficult to receive comments about improving their work. Praise is given discreetly where students find public praise embarrassing or difficult.	**Giving feedback** Peer-to-peer feedback, for example through pair work, group-on-group comment and class evaluation is particularly relevant to citizenship activities. This will involve fostering sensitivity towards students with SEN and/or disabilities and will need careful structuring to make sure these students benefit. Make sure students with SEN and/or disabilities have understood feedback and are encouraged to identify areas that they can improve on. This can be shared or a private agreement between staff and the student, depending on the needs of the young person.		
Understanding assessment criteria The number of goals/assessment criteria is kept small. Teachers talk to students about what they are trying to achieve. Students are involved in setting their own goals. Some students may find it difficult to understand the need for targets. Others may need time and support in target setting. Self-assessment and peer assessment are encouraged. Students are taught to use the language of assessment, eg "better…". Peer marking is encouraged, where buddies can evaluate each other's work in relation to success criteria.	**Understanding assessment criteria** Encourage students to comment constructively and respectfully about each other's progress and contributions to class and group activities. Make sure that peer assessment is not reduced to 'likes and dislikes', but focuses on learning in terms of new knowledge and skills – eg what new knowledge and understanding they have gained about being responsible citizens, what skills they have used and developed, what they would do differently, or what next steps they might take.		

Formative assessment/ assessment for learning	Citizenship	Observed	Tried out
Reviewing progress and helping students to improve Teachers' responses to students' errors recognise, value and build on the thinking that led to them. End-of-lesson discussion considers the ways of working the class has found fruitful or difficult. Students are asked, for example: • which key words, concepts, skills or processes were difficult and why, and how this could be improved • which parts of a task slowed them down, and • what could be done to make things go more efficiently. Some students may have anxieties about planning to improve, especially if it involves editing or redoing a task. Students are encouraged to see how they've improved on their previous best.	**Reviewing progress and helping students to improve** Explore with students the responses of adults and students that they feel help to build a culture of openness about making errors and collectively learning from them, and explore the feelings involved in taking risks to learn and make errors.		
Gathering assessment evidence A range of sources of assessment evidence is drawn upon. Assessment looks at what students know and can do, not at labels associated with SEN and/or disabilities. Notes made about individual students' difficulties/successes in the lesson take account of their oral contributions as well as their written work.	**Gathering assessment evidence** Provide opportunities for students to reflect constructively on their achievements, for example by producing personal diaries, profiles and portfolios of achievements in citizenship learning. Give them opportunities to show what they can do and take responsibility in and out of class. Video clips and photographs can act as a valuable prompt for students with leaning difficulties and help them structure their responses.		

Motivation

Motivation	English	Observed	Tried out
Understanding the structure of the lesson Students are clear about the duration and overall structure of the lesson. Visual timetables or other devices are used to indicate the structure and progress of lessons.	**Understanding the structure of the lesson**		
Relevant and motivating tasks Tasks motivate students. They: • stimulate interest and enthusiasm • are challenging but manageable • draw on real and familiar contexts • are relevant to students' lives, and • build on previous learning in the subject and in other areas of the curriculum.	**Relevant and motivating tasks** Identify students' prior learning and experience, eg using posters, concept maps or mind-mapping software, and build on their existing knowledge and understanding. Draw on the breadth of curriculum possibilities to teach citizenship issues/concepts, eg: • debates on topical and controversial issues of concern to students • participation in community-based activities across and beyond the school • inviting people into school to work with students on an issue • campaigning on issues they feel are important. Demonstrate that students can influence public affairs positively. Work with community partners such as councillors, community police officers and organisations such as SCOPE or Mind. Students can use media and ICT to communicate their ideas, lobby and campaign on issues which can relate to disability awareness and issues of disability equality.		

Motivation	English	Observed	Tried out
Relevant and motivating tasks continued	**Relevant and motivating tasks** continued Citizenship can allow all students to bring their own experiences and understanding of life into the classroom. Draw on students' personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives. Enable students to extend their personal perspectives to a wider perspective in which other people's experiences and points of view are considered. Disability as an issue has a place in the citizenship curriculum. It can: • contribute to the school meeting its responsibility to 'promote disability equality' under the Disability Discrimination Act 2005, and • empower disabled students to take an expert role when the topic is discussed. Set up working agreements so that no one will be expected to ask or answer a personal question. Make sure students are comfortable with the way the ideas explored have been left, particularly if sensitive issues have been discussed.		
Reward systems Students understand reward systems and are motivated to achieve the rewards available.	**Reward systems**		

Memory/consolidation

Memory/consolidation	Citizenship	Observed	Tried out
Recapping Recap learning from the previous lesson. Main points from the lesson are fed back by students, noted down and saved so students can refer to them.	**Recapping**		
Reducing reliance on memory The amount of material to be remembered is reduced. Repeat or display important information. The meaningfulness and familiarity of the material is increased. Mental processing and explanations of complex tasks are simplified. The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, cubes, counters, abacus, Unifix blocks, number lines, multiplication grids, calculators, memory cards, audio recorders and computer software. Activities are structured so that students can use available resources, such as word banks. Strategies, including using ICT-based records, are used to reduce the need for students to rely on their short- or long-term memories. New learning fits into the framework of what the student already knows. Teaching assistants prepare students to contribute to feedback sessions, where appropriate.	**Reducing reliance on memory** Use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.		

Memory/consolidation	Citizenship	Observed	Tried out
Consolidating learning Students' understanding is checked, eg by inviting students to reformulate key learning. Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels. Reteach or revise material, where necessary, eg post-lesson tutoring. Opportunities are provided for students to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts. Encourage students to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long-term memory, and place-keeping and organisational strategies.	**Consolidating learning** Invite students to comment on a key issue, reformulating it in their own words to check that they understand. Reinforcement and repetition are likely to be required for some students with SEN and/or disabilities. Reinforcing learning through a range of media will benefit many students. For instance, having completed a lesson on a topical issue such as knife crime and aspects of youth justice/criminal law, follow the topic in the news exploring how different media present the issue. Show a film on the issue, or invite an expert visitor to respond to students' questions. Students could create a piece of drama and present it to another class or group.		
Independent study/homework Independent study/homework is explained during the lesson, not at the end, to make sure it is understood and recorded. Teachers check all students are clear about homework tasks. Homework tasks are accessible after the lesson, eg published on a noticeboard or on the school learning platform, so students can return to them, if necessary, after the lesson.	**Independent study/homework** There are often limited opportunities for students with SEN and/or disabilities to learn and develop through independent exploration. Encourage students to try out their new learning and skills in real situations – eg having learnt about voting in democratic societies, provide opportunities for voting in mock elections and for the school council.		

4 Citizenship and Every Child Matters

In 2003, the green paper 'Every Child Matters: Change for children' was published. The key outcomes for the Every Child Matters (ECM) agenda were drawn up after consultation with children, young people and families. The five outcomes that mattered most to children and young people are set out below. Each of the outcomes can be addressed through the citizenship curriculum.

Outcome	General educational aspects	Through the citizenship curriculum
Be healthy	• Work towards independent learning • Actively enquire about differing environments • Keep mentally and emotionally healthy	Self-awareness Managing feelings Social skills Awareness of legislation that affects their health and well-being, eg on alcohol, tobacco, drugs, etc
Stay safe	• Keep safe in school and on school trips • Have stability and security • Know about their place in the wider community	Communication and social skills Awareness of health and safety legislation and why it is needed, and of bullying
Enjoy and achieve	• Achieve personal and social development • Enjoy lessons • Achieve to their potential • Use alternatives to written recording, where appropriate	Social and emotional learning (self-awareness, managing feelings, empathy, social skills, motivation) Critical enquiry and reflection Communication skills
Make a positive contribution	• Understand issues of difference and diversity through studying other environments and cultures • Understand about, and support, the local community • Involve themselves in extra-curricular activities • Participate in school and class decisions about learning and school life	Self-awareness Empathy Social skills Participation skills Informed decisions Contributing to class and school/student councils, taking part in community-based activities across and beyond the school

Outcome	General educational aspects	Through the citizenship curriculum
Achieve economic well-being	• Learn about ways to ensure their own economic well-being in the future • Experience visits from people who do various jobs • Visit different workplaces • Learn about different economies in different countries	Personal development Enterprise and financial capability Careers education Work-related learning Understanding how economic decisions are made, including where public money comes from, who decides how it is spent, public services and the voluntary sector

5 Early development in the National Curriculum: the P scales for citizenship

At secondary level, the vast majority of students with SEN will be working at the national curriculum levels, both in mainstream schools and many types of special settings. Students with learning difficulties are likely to be working at national curriculum levels but below those of their peers without SEN.

Those with more significant learning difficulties will be working below national curriculum level 1. For students working below level 1 of the National Curriculum, performance descriptions (P scales) for PSHE and citizenship can be used to describe a 'best fit' for a student's performance.

All schools must report on students' attainment at the end of each key stage in terms of both P scales and national curriculum levels.

P scales 1–3 address very early levels of learning and are the same in all subjects, but illustrated with subject-specific examples.

As a trainee teacher, you may not meet students assessed at these very early levels very often. If you have to teach these students during your placements, you should expect a great deal of support in differentiating teaching and learning.

From **P4**, each subject has its own progression.

At **P4** of the PSHE/citizenship P scales, "Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, symbols)."

By **P6**, students may "show concern for others, for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort".

At **P8**, "They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, for example, while queuing in a supermarket."

From **P8**, students move to the national curriculum levels.

While a typically developing child will have achieved **P8** by the age of four, some students will take considerably longer.

At all times you should be aware of the need to respect the developmental maturity of the students you are planning for. Choose materials and tasks appropriate to the age and maturity of the students. This is a particular issue when using software and other published resources.

6 Bilingual learners

"Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."
SEN Code of Practice (DfES, 2001)

Students must not be regarded as having a learning difficulty because they are learning English as an additional language (EAL).

Bilingual learners take up to two years to develop basic communication skills (street and playground survival language).

Some students may take a long time before they feel confident enough to actively take part in classroom activities and use the English they have learnt. A 'silent' period is typical of this learning and should not be seen as a learning difficulty.

Many learners with EAL do not acquire language in the same way as first language learners. A student may be fluent orally but struggle considerably with reading or writing; or a student may be very literate in written English, but lack confidence in the rapid flow of speech required in conversational dialogue. It is therefore important to assess language competence in all language modes and not to assume a level of competence based on performance in one mode.

'A Language in Common' (QCA, 2000) is a common assessment scale that can be used to gauge where students are in their acquisition of English. It gives assessment steps for students with EAL working below national curriculum level 1 and is useful in helping teachers reach a common understanding of the nature of each step or level of language acquisition. It also shows how the information can be used for target setting and what support may be needed to ensure progress.

Another useful resource is 'Assessing the Needs of Bilingual Pupils: Living in two languages' by Deryn Hall.

When a class or subject teacher feels that a lack of progress in a bilingual student's learning may be due to a learning difficulty (SEN or disability) they should consult the SENCO or inclusion manager and work with them to develop an appropriate response.

7 Sources of information and advice

Publications

Blake, S and Muttock, S, 2004, PSHE and Citizenship for Children and Young People with Special Needs: An agenda for action, Council for Disabled Children/NCB, London – available online at: **http://partner.ncb.org.uk/dotpdf/open%20access%20-%20phase%201%20only/ citizenship_pshe_200408.pdf**

Blake, S and Plant, S, 2005, Addressing Inclusion and Inequalities Through PSHE and Citizenship, NCB, London

Davis, P and Florian, L, 2004, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, DfES Research Report RR516

Dickens, M, Emerson, S and Gordon-Smith, P, 2000, Starting with Choice: Inclusive strategies for consulting young children (the CHOOSE project), Save the Children, London

Hall, D, 2001, Assessing the Needs of Bilingual Pupils: Living in two languages, David Fulton Publishers

QCA, 2000, A Language in Common: Assessing English as an additional language

QCA, 2009, Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: Personal, social and health education and citizenship – available online at: **www.qcda.gov.uk/ libraryAssets/media/P_scales_PSHEE.pdf**

Websites

The Council for Disabled Children works to promote the active participation of disabled children and young people, making sure their voices and success stories are heard.
www.ncb.org.uk/Page.asp?originx6287it_66049104243658w62p8778378249

The PSHE and Citizenship Information Service is a specialist information resource providing information on many aspects of children's personal, social, health and citizenship education.
www.ncb.org.uk/Page.asp?originx7823rk_37983801610078r19s8836000000

Citized offers information for teachers and teacher trainers on teaching citizenship.
www.citized.info

The Association for Citizenship Teaching (ACT), the professional subject association for anyone involved in citizenship education, offers resources for teachers.
www.teachingcitizenship.co.uk

The Citizenship Foundation, an independent educational charity supporting accessible citizenship education, offers teaching resources.
www.citizenshipfoundation.org.uk

The Institute for Citizenship is an independent charitable trust set up to promote informed, active citizenship and greater participation in democracy and society. It also offers resources for teachers.
www.citizen.org.uk/education

Community Service Volunteers:
www.csv.org.uk

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