Special educational needs and/or disabilities
Training toolkit

For primary PGCE tutors and trainees

Including pupils with SEN and/or disabilities in primary PSHE and citizenship

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Contents

1 Including pupils with SEN and/or disabilities in primary PSHE and citizenship lessons

Introduction

This booklet gives tutors and trainees information about subject-specific issues in the PSHE and citizenship curriculum for pupils with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive personal, social and health education (PSHE) and 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 pupils with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of pupils. This applies even when teaching approaches may look very different, eg when teachers are working with pupils 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-pupil 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 pupils with SEN and/or disabilities.

PSHE and citizenship

In primary schools, PSHE and citizenship are combined in a unified non-statutory framework at key stages 1 and 2.

PSHE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

"During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying."

(QCA, 2008)

Learning about difference and diversity is part of the PSHE and citizenship curriculum. There is now a range of children's books that contain disabled characters, and there are toys for early years and reception classes which include dolls and figures with disabilities. These can be used to allow young children to encounter disability and enable you to respond positively if they have any questions. Similarly, many mainstream schools now have links with special schools and teach pupils with more significant SEN and/or disabilities themselves.

To meet the aims of PSHE and citizenship, you should create opportunities and provide support so that all pupils can:

- 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 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.

It is particularly important to capitalise on the opportunities offered by PSHE and citizenship for pupils with SEN and/or disabilities to develop their own voice and to play an active role in determining their own identities. These opportunities could begin with taking responsibility by adopting a pet or animal on the internet or taking on class responsibilities, including peer support. They can then be developed through taking part in school democracy, eg class and school councils, and through wider school activity. For instance, disabled pupils might work with architects to redesign the school playground to provide opportunities for them to take part in games (eg an adventure area with an accessible equivalent of climbing frames, involving raised rampways).

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

Two issues are particularly important:

- **Pupils in public care**

Many pupils in public care (looked-after children) will not have had positive attachments to a primary carer in their childhood. Some may have had experiences of abuse, sexual exploitation, early pregnancy and substance misuse. Many experience disrupted schooling and multiple placements, which can lead to significant behavioural, emotional and social development needs. Effective PSHE and citizenship will recognise these experiences, make sure discussions do not create barriers by making stereotypical or inappropriate assumptions about home situations, and support pupils in participating and in managing their relationships, emotions and personal decisions.

- **Sex and relationship education (SRE)**

Government guidance states that "Mainstream schools and special schools have a duty to ensure that children with special educational needs are properly included in sex and relationship education" (DfEE, 2000). Pupils with SEN and/or disabilities may be vulnerable to abuse and exploitation for a number of reasons. Schools have a duty to safeguard their pupils, and effective SRE should develop their capacity to recognise and respond to abusive behaviour. The basis of SRE is learning about relationships and developing skills such as respect, decision making and assertiveness. These need to be learnt, practised and reinforced throughout their schooling. Themes such as **body parts, gender, feelings, public and private, relationships** and **life cycle** can be developed at different levels over the years, but the approaches used must be based on pupils' levels of understanding and development. Above all, SRE is about enabling pupils to develop the knowledge, skills and understanding they need to make informed, positive decisions about their own relationships and lives, and about their own safety.

Roles and responsibilities

Recent legislation and guidance make clear that **all** the teaching staff in a school are responsible for the provision for pupils 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 pupils with SEN and/or disabilities. Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils 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 pupils

- increase access for disabled pupils, 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 pupils, 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 pupils' 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 pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.

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

- set suitable learning challenges

- respond to pupils' diverse learning needs, and

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

These principles allow you to:

- choose objectives for pupils 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 pupils meet the same objectives.

Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, 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 pupils with SEN and/or disabilities. Any personal targets the pupil 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 pupils understand. Some pupils 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 pupils to demonstrate what they know and can do.

2 Removing barriers to the primary PSHE and citizenship curriculum for pupils with SEN and/or disabilities

Teaching and learning

To make PSHE and 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 pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn.

In some activities, pupils 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 pupils 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 ICT to present virtual decision-making scenarios where role-play may be difficult for some pupils.

Occasionally, pupils 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 pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example, to compensate for a lack of first-hand experiences, organise a range of activities such as exploring issues using puppets, toys, play and storytelling.

When assessing pupils' summative progress, the national curriculum end of key stage statements and the P scales allow their disabilities to be taken into account. For example, some pupils who are unable to use equipment and materials, including pupils with a visual or hearing impairment, may not be able to achieve certain aspects of the end of key stage statements. QCA (2008) advises that, when a judgment against these is required, your assessment of the pupil's progress should discount these aspects.

Formative assessment is essential to ensure that pupils with SEN and/or disabilities make progress and build on their achievements in PSHE and citizenship. The starting point for this is for the teacher to be clear about what developments they are hoping for. You should share this with the pupils and then make careful observations of the pupils. You will not be able to assess every pupil in every class in this way during every activity, but you can observe a few pupils at a time on a rota basis and over time cover the whole class. It is particularly important to give pupils with SEN and/or disabilities the opportunity to reflect on their progress in sessions with staff, groups of pupils and the whole class, for example in plenary sessions or 'show and tell' encounters. Some pupils with SEN and/or disabilities may find this task harder and may benefit from structured opportunities to practise before feeding back to the whole class.

3 Self-audit for inclusive PSHE and 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 pupils with SEN and/or disabilities in all subjects. The right-hand column suggests extensions and emphases that may be helpful in removing barriers for pupils with SEN and/or disabilities in PSHE and citizenship.

In most cases, the actions recommended are good practice for all pupils, 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 pupils' particular SEN and/or disabilities. For example, pupils 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 pupils with learning difficulties, thinking about and taking part in activities in the school community can be a helpful introduction.

It is important for schools to have strategies for consulting their pupils; pupils with learning difficulties need structured activities and time to think and communicate, so that they can take part in consultation.

Pupils with learning difficulties and speech, language and communication difficulties need some help to understand and communicate about issues such as personal relationships and emotions. Visual aids such as cartoon pictures, storytelling, puppets and role-play can be helpful here. Simple questionnaires or flip charts and whiteboards can be adapted to enable pupils to give their views, for example using smiley/sad faces, or graphics (depending on the age group).

Pupils with autistic spectrum disorders (including Asperger Syndrome) may need systematic teaching about topics such as feelings and body language, for example by recording facial expressions or social interactions.

For pupils 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 children with identified needs — such as behavioural 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 child 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 pupils 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	PSHE and 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 • pupils use hearing and low vision aids, where necessary, and • video presentations have subtitles for deaf or hearing-impaired pupils 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 pupils to think about their needs and tell you about them in advance. You may be able to encourage pupils to develop 'coping strategies' that enable them to participate in environments that are less than ideal. For example, other pupils could help them to communicate, or you could agree in advance on alternative forms of record keeping, such as photographs.		
Seating Pupils' seating and the main board position are planned for the shape of the room. Pupils 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 pupils 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 pupils 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 all pupils. Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact. Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support.		

Maintaining an inclusive learning environment	PSHE and 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 pupils to evaluate the resources they use and to help establish the criteria for doing so – provide support where appropriate to enable pupils with SEN and/or disabilities to express their views. For example a group might work with a teaching assistant to structure their reflections. The teaching assistant may prompt the pupils for a response, initially giving closed questions if necessary.		
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 pupils' own work and achievements in PSHE and 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 pupils' 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 pupils who may need it and is available for use by all pupils. 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 pupils with their learning. Consulting pupils on issues that affect them is central to citizenship (see DCSF, 2008).		

Maintaining an inclusive learning environment	PSHE and 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 pupils with mobility difficulties to leave the site of an accident. Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.	**Health and safety** Introduce the concept of risk and taking on new challenges safely. Set a 'draw and write' activity (pupils draw a picture and write a sentence of explanation, or an adult mediates their writing) in response to the prompt, "what can we do to make and keep us safe?" Teach pupils to have regard for their own safety in out-of-school activities. Allow pupils with SEN and/or disabilities more time to practice keeping safe where necessary – for example with road safety exercises – and allow flexibility in the timing of activities.		
Unfamiliar learning environments Pupils are prepared adequately for visits.	**Unfamiliar learning environments** Make sure pupils are well prepared for visits or community-based activities. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations. This is particularly important for pupils with autistic spectrum disorders. Visits might include the local council chamber and Mayor's Parlour for citizenship. Explain disabled pupils' access needs to venues for out-of-school activities in advance of visits.		

Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	PSHE and citizenship	Observed	Tried out
Multi-sensory approaches Pupils' 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 pupils 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 pupils, 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. Experiential learning experiences encourage pupils to take some responsibility for their own learning in PSHE and citizenship. This could include providing a practical activity using a range of resources, individual and group work, reflecting on the process of learning, consolidation and reinforcement, practical applications, trying out new learning in real situations – for example, pupils with SEN and/or disabilities might re-enact a part of a story then show what happens next. Film and video are powerful tools to support citizenship learning. Deaf pupils and pupils with speech, language and communication difficulties may need subtitles to gain full benefit from these media.		

Multi-sensory approaches, including ICT	PSHE and citizenship	Observed	Tried out
ICT ICT is used to support teaching and learning. Accessibility features are used to include pupils 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. Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Predictive text can encourage pupils 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. They provide opportunities to examine contemporary themes in PSHE and citizenship, exploring topical issues such as caring for the environment. Use software appropriately to enable pupils to create their own images and stories which reflect their thinking, learning and behaviour in relation to the topic they are studying. These might be shared electronically with pupils in other schools locally, nationally or even internationally through the Schools Linking Network: **www.schoolslinkingnetwork.org.uk** Software can also allow pupils to take a virtual tour of the world about us – eg: **www.directgovkids.co.uk** 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	PSHE and citizenship	Observed	Tried out
Consulting pupils Wherever possible, pupils are consulted about the kind and level of support they require.	**Consulting pupils** You might consult pupils with learning difficulties on how to enable them to participate in class council, year council and school/student council activities. Ensure that pupils with SEN and/or disabilities are given a voice in this process. For example, rehearse the points they want to make in advance, and involve the whole group in discussing those points in plenary sessions.		
Planning support Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently. Planning should identify: • which individuals/groups will receive support • where in the lesson pupils will need support • the type of support pupils should receive, and • when pupils 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 pupils.	**Planning support** Plan to pre-tutor important PSHE/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 pupils with SEN and disabilities. For example, a visually impaired child may need enlarged images or 3D models. Encourage pupils with SEN and/or disabilities to ask for help from their friends and their teacher. Plan the gradual reduction in support with classroom staff as the pupil becomes more independent at performing tasks.		

Working with additional adults	PSHE and citizenship	Observed	Tried out
Evaluation Additional adults report to the teacher on pupils' progress. The effectiveness of support is monitored and reviewed.	**Evaluation**		

Managing peer relationships

Managing peer relationships	PSHE and citizenship	Observed	Tried out
Grouping pupils All forms of pupil grouping include pupils 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 pupils. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.	**Grouping pupils**		
Managing group work and discussion Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Pupils are assigned specific roles (eg chair, writer, reporter, observer) which gives all pupils something to do and keeps them focused.	**Managing group work and discussion** Use paired and small group discussion to establish shared ground rules with pupils to help them feel part of the group and take some responsibility for themselves and their behaviour in the group. Relate this to understanding how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. For example, how might the rules in the Paralympics be different from those in other games, and what does this mean for disabled people? Make sure pupils understand that they should not disclose things about themselves or their family that would cause them embarrassment. Remember that if they do disclose something inappropriate this might also mean considering child protection issues/procedures.		

Managing peer relationships	PSHE and citizenship	Observed	Tried out
Developing responsibility Pupils 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 pupils 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 pupils to take responsibility for aspects of school and classroom life – eg by delivering mail – and to exercise real choices – eg through being members of class and school councils or working groups developing school policies, and by voting in school elections. However, these councils often do not have representatives from pupils with SEN. This can be sensitively discussed and addressed.		

Adult-pupil communication

Adult-pupil communication	PSHE and 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 pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet pupils' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils 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: • concepts and language in PSHE and citizenship, because of their abstract nature, can create barriers for pupils, and • older pupils may need support with vocabulary specific to citizenship topics, eg 'community', 'identity', 'sustainability' or 'democracy'. Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE and citizenship vocabulary is available where needed. Help pupils find out more about their world through games, videos and animations. The DirectgovKids website covers a range of issues and allows users to make changes for greater accessibility: **www.directgovkids.co.uk**		
Pupils' communication Alternative communication modes, such as sign or symbol systems, are encouraged, and pupils' contributions are valued. Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the pupil themselves on the best way of using such communication modes in lessons. Discussion of experiences and investigations is encouraged to help pupils understand them.	**Pupils' communication** Use 'draw and write' as a technique for finding out what pupils 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 pupil, they could explain what they want to say to the teacher, another pupil or adult, or use other communication modes.)		

Adult-pupil communication	PSHE and citizenship	Observed	Tried out
Pupil-teacher interaction Where appropriate, pupils are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. Pupils 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 pupils to contribute to feedback sessions, where necessary.	**Pupil-teacher interaction** Use a magic shell, ball or soft toy. The person holding the object is the only person allowed to speak. The object is then passed to the next pupil, who then speaks. This gives pupils time to think and respond, and is particularly helpful in conducting debates on issues of concern to pupils. 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	PSHE and 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 pupils 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 PSHE and citizenship. This could include symbols, images or objects to make it more accessible.		
Focus on how pupils learn Pupils' own ways of learning and remembering things are emphasised. Pupils are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways pupils are comfortable with.	**Focus on how pupils 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 pupils to reflect on their learning. This can be done in a group, in pairs or individually, and recorded anonymously on post-it notes.		
Pupils 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 pupils have made towards them during the lesson. Pupils 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 pupils to assess their progress – a range of recording methods is accepted.	**Pupils 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 PSHE and citizenship topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.		

Formative assessment/assessment for learning	PSHE and citizenship	Observed	Tried out
Giving feedback Marking and other feedback helps pupils 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 pupils' progress and achievement. Weaknesses are presented as areas for development. Opportunities are offered for pupils to attempt a piece of work again. These approaches are particularly useful for pupils who find it difficult to receive comments about improving their work. Praise is given discreetly where pupils find public praise embarrassing or difficult.	**Giving feedback** Make sure pupils 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 pupil, depending on the needs of the pupil.		
Understanding assessment criteria The number of goals/assessment criteria is kept small. Teachers talk to pupils about what they are trying to achieve. Pupils are involved in setting their own goals. Some pupils 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. Pupils 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 pupils to comment constructively and respectfully on each other's work and contributions to class and group activities. Make sure that peer assessment is not reduced to 'likes and dislikes' but focuses on learning – eg what new knowledge and understanding pupils have gained about being responsible citizens, what skills they have used and developed, what would they do differently, or what next steps they might take.		

Formative assessment/ assessment for learning	PSHE and citizenship	Observed	Tried out
Reviewing progress and helping pupils to improve Teachers' responses to pupils' 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. Pupils 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 pupils may have anxieties about planning to improve, especially if it involves editing or redoing a task. Pupils are encouraged to see how they've improved on their previous best.	**Reviewing progress and helping pupils to improve** Explore with pupils the responses of adults and pupils 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 pupils know and can do, not at labels associated with SEN and/or disabilities. Notes made about individual pupils' difficulties/successes in the lesson take account of their oral contributions as well as their written work.	**Gathering assessment evidence** Provide opportunities for pupils to reflect constructively on their achievements, for example by producing personal diaries, profiles and portfolios of achievements in PSHE and citizenship learning. Give them opportunities to show what they can do and take responsibility in and out of class.		

Motivation

Motivation	PSHE and citizenship	Observed	Tried out
Understanding the structure of the lesson Pupils 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 pupils. They: • stimulate interest and enthusiasm • are challenging but manageable • draw on real and familiar contexts • are relevant to pupils' lives, and • build on previous learning in the subject and in other areas of the curriculum.	**Relevant and motivating tasks** Identify pupils' existing PSHE and citizenship knowledge, prior learning and experience, eg using posters, concept maps or mind-mapping software. PSHE and citizenship can allow all pupils to bring their own experiences and understanding of life into the classroom. Draw on pupils' personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives – eg fairness, respect for diversity. Enable pupils to extend their personal perspectives to a wider perspective in which other people's experiences and points of view are considered. Give pupils opportunities to: • take responsibility for aspects of planning and looking after the school environment • respond to the needs of others, by acting as a buddy to another pupil • take part in class/school councils • meet and talk with people who contribute to society, for instance people who work in the school and neighbourhood, such as caretakers and community police officers.		

Motivation	PSHE and citizenship	Observed	Tried out
Relevant and motivating tasks continued	**Relevant and motivating tasks** continued Discussing disability, diversity and human rights can: • contribute to the school meeting its responsibility to 'promote disability equality' under the Disability Discrimination Act 2005, and • empower disabled pupils to take an expert role when the topic is being discussed. Set up working agreements so that no one will be expected to ask or answer a personal question. Make sure pupils are comfortable with how the ideas explored have been left, particularly if sensitive issues have been discussed.		
Reward systems Pupils understand reward systems and are motivated to achieve the rewards available.	**Reward systems**		

Memory/consolidation

Memory/consolidation	PSHE and citizenship	Observed	Tried out
Recapping Recap learning from the previous lesson. Main points from the lesson are fed back by pupils, noted down and saved so pupils 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 pupils can use available resources, such as word banks. Strategies, including using ICT-based records, are used to reduce the need for pupils to rely on their short- or long-term memories. New learning fits into the framework of what the pupil already knows. Teaching assistants prepare pupils to contribute to feedback sessions, where appropriate.	**Reducing reliance on memory** Use a digital camera to capture the stages of an activity, a class or school council debate or discussion, 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	PSHE and citizenship	Observed	Tried out
Consolidating learning Pupils' understanding is checked, eg by inviting pupils 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 pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts. Encourage pupils 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 pupils 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 pupils with SEN and/or disabilities. Reinforcing learning through a range of media will benefit many pupils. For instance, having completed a lesson on a topical issue such as play facilities in the local area, arrange a visit to the local council.		
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 pupils are clear about homework tasks. Homework tasks are accessible after the lesson, eg published on a noticeboard or on the school learning platform, so pupils can return to them, if necessary, after the lesson.	**Independent study/homework** There are often limited opportunities for pupils with SEN and/or disabilities to learn and develop through independent exploration. Encourage pupils to follow up new learning – eg having learnt about different charities, ask them to choose a charity they would like to support and find out more about it.		

4 PSHE and 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 PSHE and citizenship curriculum.

Outcome	General educational aspects	Through the PSHE and citizenship curriculum
Be healthy	• Work towards independent learning • Actively enquire about differing environments • Keep mentally and emotionally healthy	Self-awareness Managing feelings Social skills Developing good relationships and respecting the differences between people
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 Understanding the nature and consequences of teasing and bullying, how to respond to them and ask for help
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 Making informed decisions

Outcome	General educational aspects	Through the PSHE and 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

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

For pupils 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 pupil's performance.

All schools must report on pupils' 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 pupils assessed at these very early levels very often. If you have to teach these pupils during your placements, you should expect a great deal of support in differentiating teaching and learning.

From **P4** each subject follows 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**, pupils 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**, pupils move to the national curriculum levels.

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

At all times you should be aware of the need to respect the developmental maturity of the pupils you are planning for. Choose materials and tasks appropriate to the age and maturity of the pupils. 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)

Pupils 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 pupils 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 pupil may be fluent orally but struggle considerably with reading or writing; or a pupil 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 pupils are in their acquisition of English. It gives assessment steps for pupils 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 pupil'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

Books and resources

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**

www.immersiveeducation.com (for Kar2ouche[1]) – a selection of resources to aid teaching

www.widgit.com – a selection of resources to aid teaching

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1   Where this booklet refers to a specific product, no recommendation or endorsement of that product is intended, nor should be inferred.

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