

Classroom Strategies

Planning

Differentiation

- QCA Documents. Planning teaching and assessing the curriculum for pupils with learning difficulties: 15 documents; General Guidance, Developing Skills, English, Mathematics, Information Communication and Technology, Science, History, Geography, PE, Design and Technology, Religious Education, Art and Design, Modern Foreign Languages, Music, Personal, social and health education and citizenship. This guidance supports the planning, development and implementation of the curriculum for pupils with learning difficulties.

These documents draw on effective practice across a range of schools and can be used in mainstream and special primary and secondary schools, specialised units and independent schools. The guidance can be used with the school's own material, the national curriculum and the frameworks for teaching literacy and mathematics to:

- confirm the statutory entitlement to learning for all pupils and build on the principles of inclusion set out in the national curriculum
 - help schools develop an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - including all learners by overcoming potential barriers to learning and assessment
 - provide a stimulus to revisit and revise existing schemes of work or a basis to develop new ones
- PE Differentiation. Guidance on the TDA government website refers to an Inclusion Spectrum. Pupils with disabilities can be included by offering differentiation in the following ways:
 - Open activity – Pupil can participate in activity without any modification being necessary.
 - Modified activity – modifications can be made to equipment, space, rules, speed interaction and or position. It also includes using a zone/playing area to create a safe area where pupils can be matched on ability.
 - Parallel activity – All pupils engage in the same activity but different groups do so in different ways and at different levels according to their abilities.
 - Disability Sports activity – Reverse integration – able bodied pupils take part in disability sports activities.
 - Separate activity – Pupil takes part in completely separate activity to others.

Useful Links

<http://webarchive.nationalarchives.gov.uk> - For QCA Documents