



High Grange

High Grange School

Providing meaningful citizenship opportunities for students with complex SEN through a student-centered approach.



Introducing the school

High Grange School is a Specialist Independent day School for Children and Young People that opened in Mickleover, Derby in September 2011. The school is registered to provide education for up to 81 pupils aged 5 to 19 and the current pupils on roll are 79. The school caters for pupils with complex SEND. All pupils have a diagnosis of ASC (autism spectrum condition), with many having other diagnoses such as pathological demand avoidance, ADHD and a range of language, social, emotional, and mental health difficulties. Many pupils have missed large periods of their education prior to joining the school.

The school has been specifically designed to address the needs of children and young people with ASC and its environment provides the security, structure, and predictability in which they can learn and grow towards becoming increasingly independent. Pupils may have previously exhibited behaviour that challenges because of their ASC diagnosis, frequently associated with high levels of anxiety. Often pupils transition into High Grange School needing support with their social thinking, their social understanding, and their social communication.

The school has recently been awarded outstanding by OFSTED (June 2023). The report states: *“Pupils have often missed large periods of education before starting here. They have complex special educational needs and/or disabilities (SEND). However, High Grange School gives them another chance. The pupils take this chance, and they flourish... Staff go above and beyond to provide a myriad of opportunities for pupils to channel their talents and interests. The work is anchored through the ‘ACE’ ethos of adaptive thinking, communication, and the promotion of pupils’ emotional well-being. This helps to promote pupils’ independence. It is preparing pupils, and students in the sixth form, extremely well for their next steps and for life in modern Britain”.*

Teacher Profile – Journey to High Grange School

Nicola Foyle – Duke of Edinburgh Award Manager, ASDAN Co-ordinator, Humanities Teacher, and Subject Lead (History, Geography, Citizenship & A-Level Politics).

Nicola has a degree in Dance and completed her PGCE in Dance at Exeter University. Her first teaching position was at Hadley Learning Community School in Telford. The school attracted a lot of SEN pupils to both the Primary and Secondary schools and Nicola developed her teaching practice in dealing with challenging behaviours and diverse needs. Nicola taught there for two years and felt that it was real education in how to be a teacher and was encouraged by the contextual added value the school gave its pupils as well the opportunity it gave students to experience dance and the Arts. Nicola left this position to go travelling for 16 months as a career break and returned back to the East Midlands. After returning from travelling, Nicola taught as a Key Stage 2 teacher at a local authority special needs school in Ilkeston as a long-term cover. At this school students had a variety of needs, and Nicola was able to benefit from some more specialised CPD courses and training opportunities. It was during this role a job was advertised for a teacher at High Grange School, where she has been working at since March 2013.



The emergence of Citizenship at High Grange School

High Grange had been open for two years when Nicola joined the school and was at the point of expanding. Nicola's initial role was as a KS3 (Year 7, 8 and 9) teacher, in which she taught a variety of subjects as the class teacher, which she did for 18 months. At this point many of the Post 14 teachers were leaving the school so Nicola moved from KS3 to Post 14 where she picked up teaching humanities (Geography and History) and started the Duke of Edinburgh (DofE) award scheme and became Centre Co-ordinator for ASDAN.

The emergence of Citizenship came about later when a group of boys who were not engaged in the CoPE programme from ASDAN but were very politically minded, showed an interest in aspects of Citizenship. Nicola developed GCSE Citizenship which she found to be accessible for the pupils and which provided them with an option they enjoyed and in which they could succeed. Currently, in KS4/KS5 Nicola is the only teacher that teaches the GCSE Citizenship Studies, although two other teachers deliver the ASDAN Personal Development Programme (PDP), which incorporates aspects of citizenship provision. At KS3 there are four teachers who teach Citizenship, who all have a range of experience and are at various stages of their career. Nicola signposts teachers to ACT guidance and encourages teachers to disseminate planning and share resources.

Piecing together the Citizenship curriculum

Citizenship and PSHE used to be combined in the curriculum but due to the growth of statutory guidance for PSHE and the development of the PSHE curriculum over recent years, Citizenship and PSHE at KS3 have now become two distinct subjects at High Grange School. At KS3, Citizenship is taught as a discrete subject, with one lesson a week defined as 'Citizenship' on the timetable. At KS1 and KS2 there is a joint curriculum which is more topic-based, although Citizenship topics are not named as such and appear within an overarching PSHE framework. At KS4, pupils have the choice to choose Citizenship Studies as a GCSE option. Other aspects of Citizenship are covered through enrichment days, ASDAN Personal Development Programme and the Life Skills Short Course from ASDAN. This is an area for further development at KS4/5 especially to build on the community links that are available.

Over the last six months, using the Association for Citizenship Teaching (ACT) KS3 model curriculum and further guidance from ACT's Education Director, Nicola has taken ownership of developing her own Citizenship curriculum by linking it with other subject topics and with the OAK academy resources, which ACT helped to produce. As the new KS3 model curriculum is released from ACT that will become the standard curriculum used at High Grange School with OAK used to supplement to ensure a flexible approach for the pupils.

At KS3 pupils are in mixed aged class groups for most of their time in school and are taught by one main class teacher. They attend other lessons such as Music, Art, PE, and Design technology with a specialist teacher. The KS3 curriculum is based on a 3-year spiral that is flexible and adaptable for the students. For example, a year 9 pupil may enter the school when the curriculum is in Spiral 1. As pupils also start at various times in the year, teachers have to be flexible in how they implement the curriculum plans to make sure content and challenge is appropriate for everyone. Because the KS3 curriculum is quite complex Nicola has ensured that the content is accessible for students no matter where they are in the Citizenship cycle. For example, this year 2023/24 KS3 are on cycle 1 of the curriculum map (see next page).



Spiral 1 KS3 Curriculum Map

	OAK	ACT	Suggested Case Studies	Citizenship participation/action opportunities/Offsite opportunities/local links	Awareness weeks
Autumn (1)	Citizenship -what's it all about?	What role can I play in making school a fairer place?	What rules do we have at school? What rules do we have as a society?	Rights vs responsibilities	15 th September – International Day of Democracy October – Black History Month 18 th October Anti-Slavery Day
Autumn (2)	How does local democracy work?	Local government – who represents us?	What is the system in Derby or the area the student is from? Who represents them? When was there last local elections?	How could you get more people to vote in local elections? Local councillors Young Citizens	Parliament Week 19 th November International Men's Day. 3 rd December International Day of People with disabilities. 5 th December International Day of Volunteers
Spring (1)	What rights should all children have?	How do Laws affect us?	UN Rights of a Child 1990 UN Declaration of Human Rights 1948	Debate: What rights should children have? Amnesty	16 th January – MLK Day 27 th January Holocaust Memorial Day Chinese New Year Feb – LGBT month
Spring (2)	What is crime?	Fraud is the biggest crime in society – what are we doing about it?	Fraud Act 2006 Who are the Police and Crime Commissioner for the area?	What is crime like in Derby? What could be done to help improve the rate of crime? Visit: Galleries of justice	March – Women's History Month 13 th March Big Legal Lesson 7 th April – Day of Remembrance for the victims of Rwanda Genocide
Summer (1)	How can we manage money well?	How can I be a clever consumer?	Martin Lewis – consumer expert Local charities that help young people with money	How could you pass this knowledge onto others? Barclays – Life Skills	22 nd April National Steven Lawrence Day 17 th May International Day against homophobia and transphobia
Summer (2)	How can we make a difference in our communities?	Controversial topic through the lens of media literacy	Changemakers Radio 1 Teen awards	Active Citizenship project Local Community areas Circle of Life - Young Citizens	June – Pride Month 5 th June World Environment Day 22 nd June Windrush Day

Spiral 2 KS3 Curriculum Map

	OAK	ACT	Suggested Case Studies	Citizenship participation/action opportunities/Offsite opportunities/local links	Awareness weeks
Autumn (1)	How does the media affect us?	Community volunteers or social media influences – who has the most power to influence?	BREXIT - £350 million back to NHS on a bus	What is happening in the media currently? What is being reported in the local media?	15th September – International Day of Democracy October – Black History Month 18th October Anti-Slavery Day
Autumn (2)	How does the political system work in the UK?	What are political parties?	Political parties and their current leaders	What is democracy and how are we involved in it? Who are your local representatives?	Parliament Week 19 th November International Men's Day. 3 rd December International Day of People with disabilities. 5 th December International Day of Volunteers
Spring (1)	How can citizens bring about change?	Do we have the power to change the community?	Pressure groups (Just Stop Oil, Greenpeace) Parliamentary Select Committees	What would students want to change (including in the local community and how could they do it?	16 th January – MLK Day 27 th January Holocaust Memorial Day Chinese New Year Feb – LGBT month
Spring (2)	What is the law and how is it changed?	Does the CJS system treat young people fairly?	What laws are currently going through Parliament? Campaign BSL GCSE	What is the citizens duty around Laws? What is the role of the police?	March – Women's History Month 13 th March Big Legal Lesson 7 th April – Day of Remembrance for the victims of Rwanda Genocide
Summer (1)	What is our identity and our communities?	How should we fund the services we need in society?	Identity of Derby – where did it come from?	What role do we play in our own communities? What is Mickleover like as a community?	22 nd April National Steven Lawrence Day 17 th May International Day against homophobia and transphobia
Summer (2)	What can we do about global problems?	Does our place meet the needs of everyone in the community?	Fast fashion Single use plastics	What could we do to reduce our impact on climate change? What changes could be made in school?	June – Pride Month 5 th June World Environment Day 22 nd June Windrush Day

Spiral 3 KS3 Curriculum Map

	OAK	ACT	Suggested Case Studies	Citizenship participation/action opportunities/Offsite opportunities/local links	Awareness weeks
Autumn (1)	Why do people move around the world?	What can be done to improve our economy?	Windrush generation Polish immigration linked to jobs. Migration Story Conflict (Ukraine, Syria) Political freedom	What is the benefit of migrants coming to the UK? How could we welcome people? Derbyshire Refugee Solidarity Local Charity	15th September – International Day of Democracy October – Black History Month 18th October Anti-Slavery Day
Autumn (2)	How is the UK governed?	Who runs the UK?	Political Case Study	How does the government impact on your own life? Who is your MP? MP Voting Record MP for a week	Parliament Week 19 th November International Men's Day. 3 rd December International Day of People with disabilities. 5 th December International Day of Volunteers
Spring (1)	Why was the struggle for the vote important today?	Are elections the best way to decide who runs the country?	Election Case Studies from most recent election. Suffragettes Mary Wollstonecraft Millicent Fawcett	Hold a mock election	16 th January – MLK Day 27 th January Holocaust Memorial Day Chinese New Year Feb – LGBT month
Spring (2)	Are people treated equally in UK Society?	What should be the purpose of the justice system?	Equality Act 2010 Human Rights Act 1998	Citizens in the justice process; magistrates, jury witnesses. Galleries of Justice	March – Women's History Month 13 th March Big Legal Lesson 7 th April – Day of Remembrance for the victims of Rwanda Genocide
Summer (1)	Can digital democracy increase political participation?	Does the jury system still work?	Change.org 38 degrees UK government petition website	Link to people being involved in being a citizen (jury, voting) Raise awareness for current petition.	22 nd April National Steven Lawrence Day 17 th May International Day against homophobia and transphobia
Summer (2)	How can young people play an active role in democracy?	Big investigation	NCS UK Youth Parliament	Role that people play in voting and why that is important. What are young people doing in Derby to make life better?	June – Pride Month 5 th June World Environment Day 22 nd June Windrush Day

GCSE Citizenship at High Grange School

Citizenship is a GCSE option at KS4/5 and six pupils have taken the subject at GCSE and successfully completed it. Two pupils from this have gone on to study A Level Politics

The development of ASDAN at High Grange School

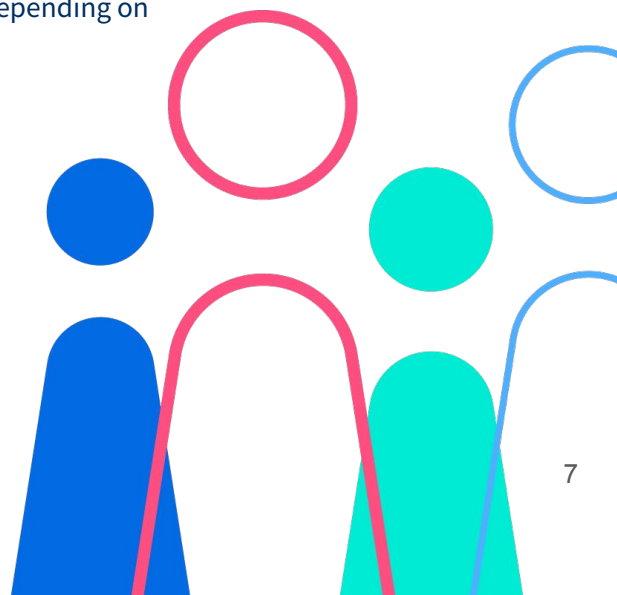
ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years in greatest need. ASDAN defines young people in greatest need as those living in poverty, without support for their emotional and social needs, those with a special educational need or disability, those not engaged or succeeding in their education, who miss an English and/or Maths pass at 16 or subsequently, and who are at risk of becoming NEET (not in employment, education or training).

The goal of ASDAN is to engage these young people through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training, and work, and empower them to take control of their lives. The courses run by ASDAN have an accessible and practical pedagogy for learners; and work with partner educators to foster the personal, social, and work-related abilities of young people in greatest need.

ASDAN programmes and qualifications have been used at High Grange School to develop different opportunities for achievement alongside examined qualifications. At High Grange School, the pupils have the opportunity to work towards Personal Development Programme, Short Courses in a range of subjects, Life skills Challenge and Employability Skills Development.

Nicola feels that ASDAN courses allow the students to experience success by working towards a certificate or an award at an appropriate level in small steps. Some pupils may feel overwhelmed by GCSE and other examined qualifications especially if they have had negative education experiences which can be demotivating and frustrating for them. The ASDAN courses also provide an incentive and a motivation for the pupils to complete work without thinking that it is for 'no reason.' They focus on real world scenarios and tasks. ASDAN courses also provide the pupils with 'soft skills' which they may find difficult or which they may have missed out on in their education. It is these 'learning to learn' skills such as 'how to research, how do you know that source is reliable, how do you bring research together to present to others?' that the ASDAN course offers opportunities to cover. Nicola feels that the ASDAN courses are particularly engaging for High Grange pupils, and can be tailored for their own outcomes, with some of the students being able to use the award as a talking point at a job interview or college.

ASDAN offer a range of courses from pre-Entry level to Level 3. The courses chosen at High Grange School are between Entry Level 3 and Level 1. Students build up a portfolio of work to show their learning which is then internally assessed and moderated before the external moderations (depending on the programme or qualification).



High Grange offers the Short Courses in a several different subjects such as Environmental Science, Citizenship, History, Food Wise and Beliefs and Values. Pupils build up a portfolio where they can get between one and six credits for each task (one credit being 10 hours of work). These credits can count towards other programmes and qualifications with ASDAN such as Personal Development Programme.

The Citizenship Short Course contains six modules: Rights and responsibilities, Community and volunteering, Government and democracy, Law and order, Finance and Global citizenship. The course consists of section A tasks which are short two-hour tasks. For section A tasks pupils are expected to complete at least 4 challenges over 10 hours (1 credit). An example of a Module 1, Section A (Rights and Responsibilities) challenge would involve to first discuss in pairs what it might mean to belong to a community, a country, and the world. The second part of this challenge would involve talking in small groups about what it means to be a good citizen and then sharing ideas and listing individual contributions. Section B tasks (5-10 hours) are more project based. In this section pupils are required to completed one or two challenges over 10 hours (1 credit). An example of a Module 6, Section B (Global Citizenship) challenge would involve participating in an educational link programme with another country and presenting a diary of experiences.

Pupils must present evidence of their activities in an organised portfolio or e-portfolio, a record of challenges completed, with supporting evidence for each challenge, recording documents, showing how they have planned and reviewed their activities, summary of achievement, highlighting skills development and a personal statement. Alongside that they cover six skills of IT, Maths, English Problem solving, developing own sense of learning and teamwork which all thread through the course.

The flexibility of the ASDAN programme is a great benefit as tasks are open ended with considerable flexibility about how pupils produce evidence. The evidence for attainment can also be provided by teachers. For example, through them completing log sheets of what students have done. Research can also be produced in a format of the students choosing (i.e., discussion, poster, PowerPoint, report). In previous years, pupils have produced work on foreign politics including comparing French and Peruvian politics. The pupils' own interest often drives the project and the ASDAN Short Course programme presents enough tasks for pupils to pick and choose their own to suit their interests. For Short Courses, the teacher assesses the portfolio, and it is internally moderated. The school then applies online for the certificate from ASDAN.

Managing risk within the ASDAN course

Nicola explains that some of her students do struggle with the commitment and consistent effort required of the ASDAN qualification but once the pupils gain an understanding of the learning, they often take ownership of the work. This makes it all the more important that pupils make the right choice at the outset, about what kind of topic will sustain their interest. Some pupils can find it difficult to make that initial decision regarding project choices, but teachers have various strategies to help pupils, including giving pupils limited pre-determined choices, encouraging pupils in a specific direction where the teacher feels they have a good idea what would appeal, or by giving pupils their own freedom and using it as a teaching point on how to make a choice.

ASDAN Citizenship Short Course

The Citizenship short course contains six modules.

For each module learners must provide evidence of their activities in an organised portfolio or e-portfolio which will contain:

a record of challenges completed with supporting evidence for each task, recording documents showing how learners have planned and reviewed their activities, a summary of achievement and a personal statement.

Module 1
Rights and
Responsibilities

Module 2
Community and
Volunteering

Module 3
Government
and Democracy

Module 4
Law and Order

Module 5
Finance

Module 6
Global
Citizenship

Students will also record the skills developed during each challenge. These include:

Learning, Teamwork, Coping with Problems, Use of Maths, Use of IT, Use of English.

Developing the subject for the future

Nicola describes how her pupils enjoy discussion-based lessons, which is particularly significant given the school's focus on developing social awareness and social interaction. During the preparation of this case study all of the lessons visited included *all* pupils actively participating in discussions and articulating their own opinions, providing real life examples to argue their case.

Nicola describes how she hopes to develop the action citizenship projects at KS3 and building impactful, meaningful citizenship action that goes beyond the bake sale and donating money to charity. Nicola believes that this engagement will come with time and as the Citizenship curriculum becomes further established at the school. She also believes that if they can more clearly define what citizenship is at KS3 they will improve take up at GCSE. Nicola is also passionate about developing the experience of all pupils at KS4 and KS5 for those who do not take up the GCSE, to ensure that all pupils have opportunities to think about, and prepare for, their role as citizens. The school has pupils up to the age of 19 and Nicola hopes to work with teachers to develop provision, for example, by introducing drop-in sessions encouraging pupils to register to vote and making more of UK parliament week.

The case study highlights some distinctive strategies and tips for providing meaningful citizenship opportunities for students with complex SEN through a student-centered approach.

These key recommendations are outlined on the following pages.

Teacher Tips

1

At Key Stage 4 and 5 look at different qualifications that are available to suit the students. What do you want your students to know for their adult life?

2

Use resources already created as a starting point such as OAK Academy, ACT model curriculum and then tailor to your pupils. You know the pupils best and what they will engage with. Look at days during the year that would link to your curriculum such as UK Parliament week in November and Big Legal Lesson in March. This will help pupils link their learning in class to scenarios in the community.

3

Build opportunities for discussion-based activities in different ways. Pupils find it hard to develop their opinion as they might want a right and a wrong answer

4

Offer CPD for teachers as they are often not specialists in Citizenship - ACT offer high quality CPD online which can be adapted and used for your setting.

5

When planning active citizenship projects it is important to maximise engagement and buy-in. Collaborate with students to generate multiple options and get to know your students well: what are they interested in, what type of actions do you think they will enjoy the most, what skills do they already have that they can bring to the project? Think ahead about whether certain topics are inappropriate considering their backgrounds / experiences and try to pre-empt this to avoid the deflation associated with having an idea blocked.

6

Make explicit connections between active citizenship opportunities across and beyond the curriculum. Thread opportunities for citizenship action in the Key Stage 3 curriculum to build the skills students need over time. Use similar language to connect active citizenship to other elements of the school, such as student voice, student council, house events, volunteering and linking to community.

7

Teach examples of GCSE citizenship action to model how to undertake citizenship action more explicitly. Make it predictable, so students know what each stage is and why you are doing it.

8

Carry out pre-visit briefings, create detailed risk assessments in collaboration with the students, have dry run visits, accompany students if necessary.

9

Share positive impact of “failed” projects. Teach examples of how students have responded to failure and adjusted their plans as they have gone along. Include examples of evaluations of projects that have totally failed to show the value of such experiences.

10

Think about what structures and scaffolds need to be in place to help students through the task. Does it need to be broken down into a step-by-step guide? Create responsive prompts and verbal scaffolding that will help such as: Let’s look at this together. What have you done before that might help you with this task? Do they need a written prompt in the form of a worksheet or table? Use writing frames for letters and surveys, and verbal scaffolding through role playing conversations / situations.



ACT is the subject association for all those engaged in leading, teaching and supporting high quality Citizenship education in schools and colleges.

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