

Case Study:

Tor View and Haslingden High Schools

School Background:

Tor View is a special school catering for children and young adults who have a wide range of Specialist Educational Needs. The school caters for nursery students through to post 16. Haslingden High School is a Specialist Arts College for 11-18 year olds with around 1500 students. The schools are within walking distance from each other.

Main Contrasts:

Special School / Mainstream

Main Themes:

Citizenship
Disability awareness

Aims:

- To explore issues around identity and bullying.
- To develop an appreciation of diversity within the local and national community.
- To highlight the links we have with the rest of the world and recognise that we are part of a global community.

Key learning outcome:

To respect other people.

Evaluations:

It gave students at Tor View a chance to reflect on how they are treated within the community and their past experiences attending mainstream schools. For students at the High School, it made them reflect on how they respond to having Tor View students attend lessons at the high school. Working together to produce the assembly gave students from both schools the confidence to interact with each other.

Pupil evaluations:

- To improve disability awareness at the high school.

Curriculum links:

Citizenship

PSHE

Developmental skills (Special School)

How?

Tor View Community School and Haslingden High School already had a link through their 'inclusion' programme. This programme enables students from Tor View School to participate in selected lessons at the high school. With the support of [LGEC](#) it was decided to enhance the existing link through the development of a series of citizenship lessons, that would enable students to explore issues of diversity and in particular raise disability awareness. The citizenship/PSHE curriculum was chosen as the high school were just about to launch a new programme where one teacher would teach one topic to a whole year group. It was therefore decided to create a series of lessons that could be repeated every year and built into schemes of work. The lessons were trailed with year 9 students at the High school and a mixed group of KS3/4 students from Tor View.

Activities:

Exploring their own identity: Who am I? Students in pairs drew around each other's head (hands) and filled their outline with words/images that represent who they are (e.g. age/ where they were born / how tall they are / their characteristics...)

Diversity and bullying: Students at Tor View explored their own

'I think our attitude changed towards everyone and that everyone should be treated fairly'.

'People get the wrong images off the telly, radio, internet and magazines'.

My identity – 'this is usually something that I usually NEVER have a chance to show to other people'.

'I think it is a great idea to get to know other people'.

'I now think the people at High School are nice and they are not scary'.

'I learnt they are much more like us and not from outer space'.

'School Linking changes how people think about people'.

experiences of attending high school and in the local community and produced a DVD to send to the high school about their experiences. Students at the high school watched and discussed the DVD, they also looked at other groups of people who suffer from discrimination and other reasons for bullying and produced their own role-plays.

UK diversity: [Images of the UK](#) and [Kenyan Statements](#). For Tor View School the Kenyan statements were adapted to include pictures to represent the statements. Both schools concluded by filling a blown up map of the UK with their images.

Global links: for this session the schools came together. Students in mixed groups were given food labels and asked to put labels on laminated maps of the world to show where our food comes from. They were then asked to add labels for places that they have visited, know people who live there or have heard about in the news. Each group were then given information about a particular food/product and were asked to produce a poster to show where the food had come from, how many miles it had travelled and the quality of life of the people who produced the food/product (linked to fair trade).

Assembly: students from both schools came together to produce an assembly on the issues that they had explored. The key messages within the assembly included: Respect Yourself, Looks can be deceiving –respect others in your community and Respect others around the world.

Future developments:

'I enjoyed that activity in which I acted out in a play at Tor View School because this taught me to have lots of respect about others in your community and therefore, you will earn respect back!'

'My attitude did change towards other people because this, all the activities that I did taught me to have a more polite attitude towards other people that I meet in my life'.

The schools plan to run the activities again next year.