

CASE STUDIES

(some examples adapted from Choudry, 2021)

1. Mia is a Year 3 pupils whose family has arrived from Ukraine. Her previous schooling was intermittent and she has not been in school since Year 1. As a result, she has gaps in her knowledge and has had no previous exposure to English. What factors do you, as a teacher, need to consider which may impact on her learning? How would you make sure she feels included in your classroom?
2. A number of minority ethnic pupils in your class are well below age-related expectations and you have been asked by your senior leadership team to raise their attainment by the end of the academic year. What would be your plan of action to achieve this? How would you make sure they feel included in your classroom?
3. Your school is situated near a Gypsy Traveller site and as such has regularly drawn pupils from the Traveller community. There are some members of the local community who display distrust and prejudice towards the Gypsy Traveller community and this often spills out into your school with pupils and has led to racist comments being made towards these pupils. How are you going to address this issue? How would you make sure they feel included in your classroom?
4. An asylum-seeker family has recently admitted 2 of their children in your school. You know that they are quite isolated and have no links with the area. How would you go about supporting the pupils and the family in rebuilding their relationship web?
5. You have noticed that Dafydd, a boy in your class, is showing the following signs of behaviour – fixation with a single activity, often has difficulty reading social cues, regularly has tantrums and social meltdowns and takes speech literally. You are not sure whether this is just developmental or a sign that he may have Additional Learning Needs as he is only in Year 1 and his parents have not said anything to you. What are your next steps? What strategies

are you going to use to make sure he is included within your classroom?

6. Tia is in your class and she has issues around attendance identified the previous year. There is a family history of involvement with social services. She is on the ALN register at school for social, emotional and behaviour difficulties and for a specific learning difficulty. What strategies are you going to use to make sure she is included within your classroom?
7. Ceri is in Year 6 and you've noticed over a long period of time that he prefers to play with the girls at break and lunch times. Recently he has started to wear hairclips in his hair and has revealed to you privately that he would like to be treated as a girl rather than a boy. How are you going to support him? What strategies are you going to use?
8. Begw is in Year 4 and is a wheelchair user. Your school is planning an educational visit to a local castle ten miles away. What steps do you need to take to make sure Begw is fully included in this extra-curricular activity.
9. Twins Delyth and Deio arrive in school one day and announce that they now have 2 mums rather than a mum and a dad. Dad is transgender and has just completed gender reassignment. How would you support them through this transition? What strategies would you use?
10. You have noticed an increase in the number of racist incidents in your classroom recently, particularly related to anti-Muslim sentiment and Islamophobia. The cases have been dealt with in relation to your school's anti-racist policy and the headteacher has asked you to do some work with your class to make sure that they know that this sort of behaviour is not acceptable. How are you going to ensure that you address this issue with care and sensitivity?