



ICT Policy

Status:	Non-statutory
Policy reviewed by:	Headteacher
Policy ratified by:	Chair of Governors
Date of policy:	October 2022
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Links to other policies:	
Signed:	

Information and Communication Technology (ICT) Policy

Principles

The development of ICT skills facilitates all of our pupils to become a part of the changing world in which technology is a vital part. ICT assists pupils to make choices and explore the effects they can have on their environment, to plan and organise their ideas and present their work. ICT will be implicit to teaching and learning across the curriculum.

ICT will be central to the teaching of broad and meaningful communication and literacy skills by supporting and structuring interactions with other pupils and staff. The pupils will develop their communication skills by the application of a variety of visual materials and alternative and augmentative communication systems e.g. signing, objects of reference, photos, symbols, text, and Widget Go.

ICT at Red Gates will include opportunities for pupils to work with a variety of multi sensory resources. They will be encouraged to experience, explore and control a range of ICT tools and devices. They will develop skills to enable them to feel confident with ICT in the community and potential work places.

Pupils will have access to computer programs and the internet to create, manipulate and process information using iPads, interactive whiteboards and desk top computers across school. They may progress being taught simple strategies to recognise opportunities and risks involved in using technology. Staff will work together and in partnership with families to ensure that learning will be transferable to situations outside of school- see internet safety policy.

Aims

ICT offers pupils opportunities to:

- Work with increasing independence
- Work on skills across the curriculum areas with increased confidence and understanding
- Actively participate in curriculum activities using switch technology, facilitating control of the immediate environment
- Access a range of ideas, information and cultures
- Work on joint projects with peers
- Produce and present own work to a high standard
- To experience the consequences of their actions
- To apply technological knowledge and understanding to every day life.

Planning and Preparation

The programme of learning will give all pupils progressive and relevant learning experiences within the Early Years Foundation Stage, and pathway curriculum. Knowledge, skills and understanding will be taught from the programme of learning through activities identified as ICT in teachers planning. ICT is taught as a discrete subject and in a cross curricular setting as appropriate, to allow for a specific focus on the development of the individual pupil's objectives and to reduce or minimize barriers for learning. All activities will serve to challenge and match pupils' abilities. A 'scheme of work' has been developed to help teachers plan and implement ICT skills into lessons across the curriculum and to support showing progression in ICT skills. The scheme of work shows the ICT equipment, the progression of skills needed to access the equipment, supporting activity ideas, and devices needed to activate/manipulate the equipment so it is accessible for all pupils.

Activities defined in the programme of learning will:

- Maintain, consolidate and reinforce previous learning and introduce new knowledge, skills and understanding
- Include experiences that let pupils gain knowledge, skills and understanding of ICT in the context of everyday activities across a range of curriculum areas
- Provide opportunities for experience of ICT first hand e.g. exploration of communication aids
- Promote planned personal contacts in the school and the wider community
- Make use of various ICT technology: computer programs; the interactive whiteboard, desk top computers, switch equipment, assistive technology, iPads and multi-sensory rooms.
- Where appropriate teach children to manage their own E safety as independently as possible.

Finding things out: Pupils will be encouraged to find things out for themselves and make sense of the world from a variety of sources e.g. using a microphone to record and play back sounds, or understanding an object of reference is a cue for the next activity. Teaching this aspect across the curriculum will help pupils to access information in different ways.

Developing ideas and making things happen: Activities will support pupils to create and develop ideas and make things happen so that they themselves can effect the environment e.g. communicating choices so that they are deciding what happens to them in their world.

Exchanging and sharing information: Pupils will develop interaction skills through related ICT activities, developing an awareness that sounds, actions, text, symbols and pictures convey meaning and this information can be shared. Pupils will also develop skills through video conferencing, both within school and as part of inclusion links.

Reviewing, Recording and Reporting

Pupils will be assessed according to the school's assessment reporting and recording policy, using Red Gates Steps in ICT. Progress in ICT will be recorded on pupils individual SOLAR regularly. This information will inform future planning and the annual review.

Pupils will be given the opportunity to review and evaluate their own and the work of their peers. For example some children may begin by recognising which is their own work, others may communicate likes and dislikes.

The ICT Subject Leader will

- Monitor the programme of learning and pupil progress through the learning outcomes recorded.
- Work with all staff to monitor the safety of children while accessing online systems.
- Create and update programmes in the multi-sensory room to match term topics, events and celebrations throughout the year.
- Update and monitor the schemes of work for ICT and share new resources with all staff.
- Offer support in specific programmes and equipment used across the school.

E-Safety

E-Safety encompasses not only Internet technologies but also electronic communications via: mobile phones, iPads, games consoles and other internet connected technology. We believe that the need to educate children and young people about the benefits, risks and responsibilities of using information technology is the only way to safeguard children and young people in the digital world. E-Safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident with our pupil's online behaviours both in and out of school. Due to the nature of our pupils learning difficulties E-Safety must be taught in a clear and consistent way, using terms the children understand. We have therefore decided to have 'good' and 'bad' symbols easily accessible to every computer in school. When the pupils are accessing online technology we will use these symbols to teach them what is suitable and what is unsuitable for them to use. These symbols are available to download for home use on our school website here - <https://redgates.croydon.sch.uk/online-safety/>

Further Online ICT Guidance

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

UK Safer Internet Centre - <https://saferinternet.org.uk/guide-and-resource/parents-and-carers/>

References

Including pupils with SEN and/or disabilities in primary ICT, TDA 2009-

<https://dera.ioe.ac.uk/13796/1/informationandcommunicationtechnologyict.pdf>

Information and Communications Technology (ICT) in the Primary School Curriculum- Guidelines for Teachers. NCCA (2002)

<https://www.curriculumonline.ie/getmedia/4adfb22-f972-45a1-a0ba-d1864c69dff2/ICT-Guidelines-Primary-Teachers.pdf>

The safe use of new technologies Ofsted (2010)

ICT in schools 2008–11 Ofsted (2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181223/110134.pdf

New Primary Curriculum (2010)

What is E-Safety? Kent County Council (2010)

Reviewed October 2022

Head teacher

Date

Chair of Governors

Date