

ICT & COMPUTING POLICY

1. Introduction

Pupils at Hedgewood School have either a statement of educational needs or an Educational Health and Care Plan that reflects their learning difficulties and most of them also have a diagnosis of Autism.

This policy document sets out Hedgewood school's aims, principles and strategies for the delivery of Information and Communications Technology (ICT). It will form the basis for the development of ICT in our school.

At Hedgewood our vision of ICT is that it enables Pupils to become effective and independent learners and communicators. ICT will be used in lessons across the curriculum to facilitate and build upon learning.

Computing skills will be taught both across the curriculum and as a discrete lesson for Pupils above level P8. This is taught as part of an adapted National Curriculum from September 2014.

The importance of ICT to pupils with learning difficulties

Developing capability in ICT helps all pupils become part of the rapidly changing world in which technology is an essential part. ICT helps pupils take greater responsibility for their own learning, plan and organise their ideas, and produce and present work of a high standard. It can also encourage creativity.

In particular, ICT offers pupils with learning difficulties opportunities to:

- Work with increasing independence in communication, language and literacy.
- Work on skills across the curriculum with increased confidence and understanding.
- Develop and enhance their work in all areas of the curriculum.
- Become fully involved in physical and practical activities using tools such as switch technology which allows control of the immediate environment and aids for mobility.
- Work on joint projects with others
- Present work of a high standard
- Access a wide range of ideas, information and cultures.

In response to these opportunities, pupils can make progress in ICT by:

- Experiencing the results of personal actions
- Applying technological knowledge and understanding to everyday life.
- Investigating the familiar and (later) the broader technological environment.
- Working on smaller and then larger tasks.

What does ICT mean at Hedgewood?

As well as being an important national curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. This reflects use of the Internet technologies, which enable schools to communicate with other schools, institutions and organisations across, not only the UK, but globally. Therefore, we interpret ICT to include the use of any equipment which allows users to communication or manipulate information (in the broadest sense of the word) electronically.

This includes use of:

- specialist pressure pad / cause and effect equipment, e.g. the multi-sensory room

- computers
- programmable toys and control kits e.g. dice, latch boxes
- assistive technology, e.g. overlay keyboards, touch screens
- Class ipads
- electronic musical instruments, including Sound Beam
- audio and video recorders
- photocopier, telephone and fax
- digital cameras, digiblue cameras
- the Internet

What does Computing mean at Hedgewood?

The curriculum is based on the National Curriculum (2014) but modified and added to, to meet the needs of each pupil. Our aim is for each pupil to experience rich activities that challenge, stimulate and promote their thinking and learning. Enjoyable and memorable experiences providing rich opportunities for high quality learning are planned and delivered.

2. Hedgewood school's aims for ICT

ICT is seen as an integral part of the school curriculum. Hedgewood School aims to meet individual needs so that all pupils have access to the curriculum. ICT is used within each area of the National Curriculum and is a means of teaching across the curriculum, reinforcing learning, enhancing and extending learning opportunities for all pupils.

Hedgewood School aims to ensure that all pupils have access to ICT, through the use of appropriate aids where needed, thereby enabling pupils to be confident and effective users of ICT.

We strive to achieve this aim through:

- a variety of subject contexts
- developing staff skills to enable them to enhance and extend their teaching and pupils' learning
- assessing & monitoring pupils' progress to ensure continuity and progression
- providing and maintaining appropriate ICT
- helping all pupils to access the curriculum through the use of ICT
- helping all pupils to use ICT with purpose and enjoyment
- meeting the requirements of the National Curriculum
- helping all pupils to reach the highest possible levels of achievement
- helping all pupils to develop the necessary skills to exploit ICT resources and tools
- helping all pupils to become independent users of ICT
- helping all pupils to consider the benefits of ICT and its impact on society
- ensuring pupils use and gain experience of ICT equipment and software
- celebrating success in the use of IT

The school also aims to:

- increase perseverance and self esteem
- foster curiosity and creativity
- enable greater pupil autonomy
- support individualised learning
- support collaborative and co-operative learning
- encourage flexibility, openness and awareness of changes and developments in ICT.
- develop pupils' communication skills
- develop understanding of cause and effect
- provide ongoing training opportunities and support for all staff

3. The school's curriculum organisation

To ensure continuity and progression, we provide guidance to staff on key ideas for using ICT in the curriculum. We ensure that pupils in each class have access to ICT as an everyday communication tool and learning aid. In addition to 'everyday use' of ICT, time is allocated at the different key stages throughout the school, using a variety of media, e.g. the use of the multi-sensory room and soft play area.

In addition teachers also use the computer to support subject work, for example mathematical 'games' to support numeracy skills & talking stories to support reading and writing. Classes have access via switching mechanisms to: an interactive whiteboard, activated toys, musical apparatus, cooking equipment and domestic appliances. Each class is issued with a class ipad and each key stage has at least two ipads. These are to be used effectively in the teaching of ICT. Apps on the ipads are topic based and to support the Pupils in their learning.

ICT strategies goals and aims are worked out on an individual basis for each pupil within the school through their PLP targets.

4- Teaching and learning approaches

This is a general overview of the teaching and learning approaches at Hedgewood School that will be modified once the ICT Scheme of Work has been developed.

A balanced range of teaching is needed to provide for the effective delivery of Information and Communication Technology for all pupils. At Key Stage 1, teaching approaches should build on the principles for Early Years education.

The scheme of work for Key Stages 1 and 2 emphasises active learning and participation, where pupils are encouraged to review, modify and evaluate work as it progresses, work independently and in groups, and learn from each other.

To ensure that pupils are actively involved in preparing to play an active role, they should progressively have opportunities to:

- **Take some responsibility for their own learning** by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps when appropriate. Communicating about the use of ICT, in order to review, modify and evaluate work as it progresses is emphasised throughout the scheme of work.
- **Participate in ICT experiences individually, with adults and other pupils and in groups**, pupils learning skills well through one to one work with adults and good habits such as mouse control and positioning can thus be reinforced. It is also important that pupils have opportunities to communicate about their work with adults and other pupils in pairs or small groups as this is an important part of the evaluation process.
- **Find information and advice**, for example through the Internet, and learn to present information, clearly and of a high standard, to others;
- **Work outside the classroom**, exploring how ICT can be found and help us in the community.
- **Take time to reflect** on all the experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

5. Assessing, recording and reporting pupils' progress in ICT

Assessment in Information and Communication Technology should be active and participatory, helping pupils to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Assessment of ICT will be in line with the school Assessment Policy.

Formative teacher assessment is integral to teaching and ongoing throughout each lesson. Assessments (often through pupil observation) are recorded on the weekly short term planning sheets for each pupil. They inform the next steps for a pupil's learning and are reflected in the pupil's individualised planning. Assessment of pupils' achievement in Computing is also gathered from teaching assistants and parental response. Information about each pupil's learning is entered into their individual computerised BSQ record. Information in these records is updated on a weekly basis. A pupil's progress can then be analysed (over a term, over a year) using the Gap and Caspa programs. This tracking of targets together

with review and update of each Learning Journey (with levelled work examples both from within the dedicated Computing lesson and from broader topic lessons) provides a rich overview of each pupil's progress and attainment.

Pupil engagement and attitudes to learning are evaluated through self-evaluation opportunities which are part of each lesson. Immediate feedback is sought through verbal or visual means. Pupil voice is captured in their contribution to their Learning Journeys as well as through the Annual Review process.

Pupil's work may be presented:

- pictorially
- verbally/signing/gesture
- through video
- in writing
- through computer generated/assisted communication (in print)
- with formal notation
- through models
- through demonstration (this may be as a video)

Achievement may be recorded and celebrated in;

- Learning Journeys
- curriculum subject files
- parent/teacher consultations
- Achievement assembly.

6. Equal opportunities

At Hedgewood School, we believe that regardless of a pupil's religion, gender, political opinion, colour, race, ethnic origin, or disability they have the right to equal access to Computing within our school curriculum. We aim to provide each individual with the support and resources they need to access a broad and balanced curriculum, ensuring that this is achieved with dignity and respect.

Consideration of the following issues will assist each teacher when planning an inclusive Computing curriculum; ensuring equal opportunities for all. Teachers should plan to:

- employ a total communication approach including the spoken and written word, signing, symbols, other visual supports and AAC devices as appropriate for an individual pupil's needs
- tailor communication strategies to enable preverbal or nonverbal pupils to convey their knowledge and understanding
- use visual supports / signing to support Computing concepts and vocabulary and to encourage generalisation from one situation to another
- employ the TEACCH principles and learning approaches; to establish a clear routine and system of work
- employ multisensory teaching and learning approaches (visual, auditory, kinaesthetic and tactile). Also being aware that some pupils, especially those with autism, can 'overload' if there are too many sources of stimuli. Such overload reduces learning
- adapt the classroom to suit individual needs e.g. low arousal workstations / working environments to reduce sensory overloads. (Ensuring the pupil with visual impairment sits so that they can clearly see the interactive white board and all visual cues. Ensuring the pupil with a hearing impairment is taught in a quiet environment and positioned so that they can see the speaker's face. In addition ensure that all supports are maintained, in use and that all instruction is supported by signing and/or symbols, where appropriate)
- include a pupil's interests in the activities where appropriate e.g. selecting resources and equipment that are familiar; using books, videos or games as a means for teaching new concepts; using popular or favourite animals; using familiar countries or places to introduce maps, hot and cold countries
- ensure that the interests of both boys and girls are taken into account, so that they see the relevance of Computing to their own lives.

- adapt resources and recording methods to enable a pupil's full participation. For example if a pupil has poor fine motor skills selecting a symbol to answer a question or using adapted or specialised equipment or computer programs will secure full participation
- plan for pupils to work in small groups when appropriate, to best meet the needs of the individuals. Be sensitive to those pupils who may find the new equipment too much to process or cause touch sensitivity problems

Whenever possible the curriculum should be enriched with examples from as wide a variety of cultures as possible. Make links with their experience of the local community to give pupils a familiar reference point.

7. Staff roles and responsibilities

The governors are responsible for ensuring that there is an ICT policy and development strategy.

The Head teacher is responsible for:

- Ensuring that ICT is used and taught around the school to a high standard.
- Ensuring that there is an ICT policy and that it is implemented;
- that the budget for ICT is maximised to ensure the school is adequately resourced and equipment maintained;
- that teachers are appropriately trained;
- that overall Health and Safety procedures are in-place, for example through Borough check;
- Ensuring that the Computing learning manager is effectively line managed and supported.

The Computing Learning Manager is responsible for:

Co-ordination:

- co-ordinating the writing of the school's ICT policy;
- ensuring consistent implementation of ICT policy;
- establishing collaboration between year groups to ensure continuity and progression;
- ensuring that class teachers undertake assessment and recording of each pupil's IT capability;

Resources:

- organising resources to support the ICT policy and its priorities;
- ensuring staff access to ICT;
- co-ordinating the purchasing of equipment;

Staff development and support:

- identifying what ICT support is needed by individual staff;
- assisting staff to incorporate ICT into their planning and lessons;
- arranging in-service support

Monitoring and review:

- monitoring and reviewing ICT policy as it is been developed as well as practice and provision;
- involving staff in the review and development of ICT policy;

External liaison:

- keeping up-to-date on the use of relevant ICT,
- liaising with other schools;

The class teacher is responsible for:

- developing the pupil's ICT capability in accordance with school policy;
- ensuring that each pupil has equality of access to ICT resources;
- monitoring and evaluating each pupil's experiences;

- determining the next stage in each pupil's use of IT, ensuring continuity and rigour;
- keeping records of pupils' ICT achievements and assessing each pupil's attainment and progress;
- developing their own capability to support their teaching and pupils' learning.
- Ensuring that there is use of ICT in their lessons.

Classroom assistants and adults other than teachers are responsible for:

- working with the class teacher to ensure pupils develop their IT capability;
- developing their own capability to support teaching and learning.

7. Specific ICT policies

Equal opportunities

We operate within the whole-school equal opportunities policy. All pupils should have equal access to IT in order to develop their personal ICT capability.

Hardware faults

If teachers have a fault with their computers or any other IT equipment, they must first undertake basic checks themselves. If these checks do not solve the problem a fault form needs to be completed and passed onto the IT technician. Details are necessary, so if possible try to re-create the problem, so that full details can be passed on.

Health and safety

The school is aware of the health and safety issues involved in Pupils' use of ICT and computing. All fixed electrical appliances in school are tested by a LA contractor every year and all portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the senior site technician or head teacher who will arrange for repair or disposal.

- Pupils should not put plugs into sockets
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Safety guidelines in relation to IWBs will be displayed in the classrooms
- E-safety guidelines will be set out in the e-safety policy & AUP.
- All professionals are advised not to use extension leads that source multiple electrical resources.

Intranet

We aim to develop a school Intranet to link the whole school. We aim to use the intranet:

- to enhance access to some Internet resources that do not break copyright
- to maintain school records.

The intranet will be overseen by the Computing learning manager and Assistant Head teacher and maintained and managed by the IT technician.

Policy on protecting pupils from on-line access to undesirable materials

We will ensure that we use an educational Internet Service Provider (ISP) with a filtering service. We will have an appropriate Internet/ acceptable User Policy in place, based on the LEA guidance.

Security

- The Computing learning manager will be responsible for regularly checking that the anti-virus software is up to date and that it provides that appropriate level of security with the support from the IT technician.

- Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff and parents must sign a copy of this. Parents will be made aware of the 'acceptable use policy' at school entry.
- All parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

Cross Curricular Links

As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into schemes of work for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

Parental Involvement

Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety through the 'acceptable use of phone and social media policy' that is given to all parents to sign and encouraged to promote this at home.