



**KEELMAN'S WAY SCHOOL,
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Your Ref:

Our Ref:

ICT Policy- Keelman's Way School

Aims

Keelman's Way School aims to provide a broad ICT Curriculum suited to individual needs and abilities.

We aim to...

- Develop positive responses to a broad range of ICT generated activities and experiences in a wide variety of settings including the multi sensory environment.
- Develop skills to enable independent access to ICT and associated assistive technology relative to individual ability.
- Become fully involved in physical and practical activities using tools such as assistive technology, which enable access to the wider curriculum and provides opportunities to extend influence and control over aspects of their immediate environment.
- Develop capability to use ICT equipment with increasing independence.
- Use ICT to experience, access and apply a wide range of ideas and information in a variety of different contexts.
- Use ICT to develop skills across the curriculum with increased confidence, understanding and independence.
- Present work across the curriculum employing a variety of different media to a very high standard.

Curriculum Organisation

- Keelman's Way provides students with an age appropriate ICT Curriculum.
- In all areas of the school (Primary, Secondary and Post 16) ICT is taught as a core subject.
- Pupils will work towards set IEP targets by the class teacher. Targets are reviewed termly.
- Pupils will follow schemes of work from EQUALS and QCA
- Pupil progress is recorded through ongoing assessment and careful observations.
- Children are assessed using Switch Progression Road Map, PIVATS, P scales.
- Evidence will be collected through photographs, video clips, written observations and kept in a portfolio of individual pupils work.
- ICT learning is further augmented through the use of classroom-based computers and related assistive technology devices (ipads, switch adapted toys/appliances, communication aids), where the emphasis is placed on using ICT capability to enable participation in, and to enrich and enhance learning and communication across, the wider school curriculum.
- Pupils in Post16 have the opportunity to achieve accreditation in ICT through ASDAN, EQUALS.

Programme of Study

The ICT programme of study for pupils with learning difficulties identifies 3 key areas where students will make progress across all Key Stages.

Finding things out

For all pupils, information that helps them makes sense of their world comes from a variety of sources. Teaching this aspect across key stages can help pupils to:

- Gather information from a wide variety of sources, *for example books, photographs, objects of reference, television, video recordings, radio, audio recordings, electronic aids, computers and the World Wide Web.*
- Discover how ICT is used in the community, *this involves field trip to local shopping centre to conduct research.*
- Access information in a variety of ways, *for example by using switches, touch-screens and other assistive devices, electronically operated toys etc.*
- Store data in different forms, *for example, a computer print out, charts collections of texts, photographs and artefacts.*
- Create presentation about themselves within school in order to give information.
- Use digital and video cameras to collect and view images.
- Use tape recorders to record and play back sounds.
- Understand how to retrieve data in a variety of forms.

Developing ideas and making them happen

For all pupils, developing and making things happen starts by being aware of how they themselves can affect the environment. This includes how they can use sounds and images to communicate ideas and make choices about what happens to them in their world. Teaching this aspect across Key Stages can help pupils to:

- Combine pictures, sounds, symbols and words to communicate meaning in a variety of contexts.
- Use a variety of equipment to control a range of situations, *for example using switches to independently operate a computers, battery operated toys, communication aids and audio visual-equipment in the multi-sensory room*
- Explore, test and develop the information required for problem solving, *for example to manipulate objects, consistently respond to stimuli, and anticipate the outcome of an action.*

Exchanging and sharing information

Exchanging and sharing information starts with early interaction and communication skills, awareness that actions, sounds, text, symbols and pictures can convey meaning, and that such information can be shared.

- Communicate information in a variety of forms using sound, text and graphics for a range of audiences, *for example, use a speech output device to choose an activity, draw a picture using a simple graphics package, write simple sentences using an overlay keyboard or on screen grids.*
- Produce work that is of a high quality and understood by others, *for example, work that can be displayed on a classroom wall, a story that can be read, a video recording or Powerpoint presentation that can be shared with others.*
- Create multimedia projects including animation and video production.
- Share and exchange information in a variety of forms, *for example, through gesture, speech output devices, videos, tape recorders, letters, telephones, short-wave radios and email.*

Primary Department

Prerequisite and Access Skills

In order to successfully access the curriculum, many of our pupils, especially those with more complex special needs will need to develop skills to make effective use of a broad range of access devices including switches, touch-screens, ipads, communication aids and adapted and alternative keyboards. Teaching and assessment of these skills will continue, where necessary across all key stages. Pupils at this level will show progression using Switch Progression Road Map.

Early Years Foundation Stage

- The focus for teaching and learning in the foundation stage is based on the Early Years Foundation Stage (May 2008) and switch progression road map for the students with PMLD.

- Main aim is to allow children to access ICT in a variety of ways, e.g. switch activated/remote controlled toys, touch screens, ipads, and classroom computers.
- The focus will be based on play and a range of ICT equipment will be made available throughout the day.

Key Stage One

- The focus of teaching ICT at Key Stage 1 is on giving pupils opportunities to experience and work with a variety of resources, and to experience and use a range of ICT tools. As with the Foundation stage the focus will still be on play with pupils having the opportunity to use a wide range of ICT equipment and to use ICT within their daily lessons.
- An allocated slot will be used each week for the teaching of ICT where children will work towards their IEP target for the subject of ICT.

Key Stage Two

The focus of teaching at Key Stage 2 will be on giving pupils opportunities to use a range of ICT tools and understand that everyday devices can be controlled and work with a range of information from a variety of sources. Pupils will produce work using words/symbols, sound and pictures and be able to review and evaluate their work.

Secondary Department

Prerequisite and Access Skills

In order to successfully access the curriculum, many of our pupils, especially those with more complex special needs will need to develop skills to make effective use of a broad range of access devices including switches, touch-screens, ipads, communication aids and adapted and alternative keyboards. Teaching and assessment of these skills will continue, where necessary across all key stages. Pupils at this level will show progression using Switch Progression Road Map.

Key Stage Three

The focus of teaching at Key Stage 3 will be on giving pupils opportunities to use ICT to increase independence and understand the use of ICT in the wider world for controlling and communication devices. Pupils will be able to review and evaluate work.

Key Stage Four

The focus of ICT teaching at Key Stage 4 will be on giving pupils opportunities to use ICT tools with increased independence (to produce and present work). Use ICT in the wider world to control devices. Review and evaluate their work and that of others

Post 16

At Post 16, ICT is taught both as a discrete subject and used as a tool to enhance cross-curricular learning. The emphasis on teaching at this stage is on developing skills in vocational areas with increasing independence. Students follow a range of externally accredited modules leading to the award of nationally recognised qualifications (ASDAN).

Sara Padden
ICT leader

Summer 2017
To be reviewed Summer 2018