GLADE School

Information and Communications Technology Policy

Document Ref:	Version No:	Summary of Changes:	Author	Release Date:	Approved By:
SC18	1	Launch	Gareth Webb	December 2015	
SC18	2	Review 2016 / 2017	Gareth Webb	November 2016	
SC18	3	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC18	4	Review 2018 / 2019 Removed Appendix	Laura Willis	October 2018	QSGC
SC18	5	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC18	6	Review 2020/2021	Laura Rowe	October 2020	QSGC
SC18	7	Review 2021 / 2022	Laura Rowe	October 2021	QSGC
SC18	8	GLADE Review	Laura Rowe	October 2023	PSC

Review Date: October 2025 (Every 2 years)

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Contents

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Fair Ways Vision, Mission and Values

Our vision
To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
Making a difference through passionate care, support and education.

Our values
As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL ATTITUDE	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will	· We don't give up on people	· We give feedback, we invite feedback, we listen to feedback	· We are always willing to explain why
· We approach challenges with optimism and enthusiasm	· We value all individuals and are willing to challenge them	· We look inward before we look outward	· We have the courage to be open and honest
· We don't judge, we notice	· We embrace each other's differences as much as our similarities	· We learn as much from our mistakes as from our successes	· We earn trust through our transparency
· We put the needs of the service before our own personal gains	· We accept responsibility for our actions	· We listen to each other, learn from each other and grow together	· We live by our values even when no-one is watching

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1 Introduction

1.1 Within GLADE School we are committed to providing an environment in which all who attend our school can live, learn, work and grow in safety and security. GLADE School seeks to develop young people's understanding of ICT and the way it impacts on our lives. We believe it is essential for young people with Special Educational Needs (SEN) to provide opportunities in all subject areas for them to develop their ICT capability and to use it to support their learning (SEN code of practice, 2001). ICT makes education accessible to all, irrespective of learning styles and individual needs. At Glade School ICT is provided in a safe, happy and disciplined environment to stimulate and challenge both young people and staff.

1.2 Many young people with SEN find it easier to focus on a computer than to listen to a teacher giving traditional lessons. For many of our young people that lack control over their environment, using ICT can highly motivate sense of independence. The use of word-processing software gives young people access to spell checks, improved grammar and a far easier route for the re-drafting of written work. They can be a real motivator for young people with poor hand writing and / or presentation skills.

2 Aims and Objectives

2.1 To encourage young people to develop positive attitudes to ICT and to understand its importance and relevance to today's world.

2.2 To enable young people to acquire a broad range of ICT capabilities and to be confident about using a range of software.

2.3 To enable young people to develop ICT as a tool for learning and investigation in all subjects. To use ICT to develop independent ways of working which encourage children to take responsibility for their actions.

2.4 To set ICT tasks which require flexibility of mind and open mindedness in problem solving.

2.5 To instruct young people to use a variety of ICT equipment.

2.6 To ensure a balance of ICT activities are carried out in a range of contexts.

3 Teaching and Learning

3.1 Teaching and Learning in classrooms will incorporate the use of computers within lessons to emphasis both independent working and group / partner activities. Young people are given experiences, through ASDAN awards and all subjects, to work with computers that will enable them to become competent and independent in following procedures such as computer-generated designs, word processing and entering information into data files. These experiences become more complex as the young person's ability increases. They are also guided towards an understanding and appreciation of the various applications of information technology to their lives.

3.2 New knowledge or skills will be taught by the teacher to the young people and these will be reinforced by lesson activities using the computers. There will be lessons where the teacher is repeating a skill in order for the children to understand it or further their knowledge. Students with SEN need to be given the time and input to over-learn and staff will have to be intuitive in finding numerous ways of teaching the same thing in order for them to process information (SEN code of practice, 2015).

4 Planning

4.1 The curriculum planning and schemes of work sets out the knowledge, skills and understanding to be taught alongside suggested activities. This will ensure, where possible, the coverage of the National Curriculum, progression skills, knowledge and understanding and the use of ICT in all subjects.

4.2 Staff use schemes of work and medium term planning to produce weekly plans. The Deputy Head and Head of School oversee these plans.

4.3 Each subject teacher will also incorporate ICT activities in his / her own schemes of work and is responsible for their implementation and monitoring.

5 Equal Opportunities

1.1 Each young person, regardless of gender, ability, social and cultural background, has an equal entitlement to ICT capability. Activities may be adapted to ensure full programme ICT is provided for children with physical disability or impairment.

6 Resources

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6.1 Each classroom has at least one networked computer linked to the school's communal printing station. Each young person will have access to a range of software as well as the Internet (please see E-Safety policy for more information on internet usage.)

6.2 There are networked computers in the staff room and Head of School's office.

6.3 There are communal laptops and tablets available to use daily if needed within lessons, as well as tablets to enhance teaching and learning.

6.4 There is an interactive whiteboard that can be accessed by all teaching staff on request, if needed to be used for their subject to enhance teaching and learning.

6.5 In addition there are other ICT resources including digital cameras, digital viewers, sound recorders, mini video recorders and DVD players.

7   Monitoring and Review

7.1 The Head of School and Deputy Head are in charge of planning, monitoring and evaluating the use of ICT in the school, providing support, organising training and arranging whole school INSET when appropriate.

7.2 The review of ICT will be revised on an annual basis. This will link to the School Development Plan.

8   Online Safety

8.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

8.2 An effective approach to online safety empowers GLADE School to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8.3 Online Safety is taught to all young people within Fair Ways Education to ensure they have the tools and education to keep themselves self when working or playing on a computer either within school or outside of school.

8.4 Within GLADE School we do all we can to limit the young people's exposure to any risks when using computers. This includes applying appropriate filters and monitoring systems across our ICT systems.

8.5 All staff are trained and receive regular updates on Online Safety.

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Evaluation will take place on an annual basis.

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