GLADE School

Information and Communications Technology Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

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

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 students' understanding of ICT and the way it impacts on our lives. We believe it is essential for students 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 students and staff.

1.2 Many students with SEN find it easier to focus on a computer than to listen to a teacher giving traditional lessons. For many of our students that lack control over their environment, using ICT can highly motivate a sense of independence. The use of word-processing software gives students 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 students with poor handwriting and / or presentation skills.

2 Aims and Objectives

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

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

2.3 To enable students 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 students 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. Students are given experience 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 student'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 students, and these will be reinforced by lesson activities using computers. There will be lessons where the teacher repeats 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 Curriculum Manager oversees 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 student, 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

6.1 Each classroom has at least one networked computer linked to the school's communal printing station. Each student 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 Headteacher and Curriculum Manager 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 students 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 students' 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.

9 Associated Documentation & Legislation

Online Safety Act 2023