Fair Ways Education - 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 us 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 Fair Ways to *play their part*:

PROFESSIONAL	**ACCEPTING**	**REFLECTIVE**	**TRANSPARENT**
· 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 Fair Ways Education we are committed to providing an environment in which all who attend our school can live, learn, work and grow in safety and security. Fair Ways Education 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 Fair Ways 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 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 experiences 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 students, 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 . The Curriculum manager audits and oversights these plans to ensure they are fit for purpose.

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

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 Technology is a significant component of safeguarding. Online risks may arise through content, contact, conduct and commerce, including abuse, exploitation, bullying, harmful or illegal material, misinformation and the unsafe or inappropriate use of artificial intelligence. Fair Ways Education will respond to online concerns as safeguarding matters and follow the child-centred procedures set out in Keeping Children Safe in Education 2026.

8.2 The governing body or proprietor, senior leaders, designated safeguarding lead and staff responsible for IT will maintain a whole-setting approach to online safety. Appropriate filtering and monitoring systems will be in place, their effectiveness and safeguarding impact will be reviewed regularly, and roles for oversight, responding to alerts and escalating concerns will be clearly assigned.

8.3 Online safety will be taught throughout the curriculum in an age-appropriate and needs-led way, including safe and respectful communication, privacy, consent, recognising harmful content and behaviour, reporting concerns, evaluating online information and understanding the opportunities and risks presented by digital and AI-enabled services.

8.4 Fair Ways Education will use proportionate technical and organisational controls to limit exposure to illegal, inappropriate and potentially harmful content while supporting access to education. Filtering and monitoring arrangements will account for the needs of students with SEND, the use of school networks and devices, remote or cloud services, and AI-generated content. They will be tested and reviewed at least annually and whenever there is a significant change or safeguarding incident.

8.5 All staff will receive safeguarding and online-safety training at induction and regular updates thereafter. Staff must report concerns without delay through the setting's safeguarding procedures, preserve relevant records, and understand that data protection law does not prevent necessary and proportionate information sharing to safeguard a child.

8.6 Personal data processed through ICT systems, education software, safeguarding technology, photographs, video, monitoring tools and online services will be handled in accordance with the UK GDPR, the Data Protection Act 2018 and Fair Ways' data protection policies. Access will be limited to those who need it, information will be kept secure and suspected personal data breaches will be reported promptly through the approved procedure.

8.7 The setting will maintain proportionate cyber-security controls, including secure user accounts and access privileges, supported and updated devices and software, malware and firewall protection, resilient backups, incident reporting, and periodic review of cyber risks and staff awareness.

9 Associated Documentation & legislation

- Keeping Children Safe in Education 2026 (statutory guidance), including requirements for online safety, information sharing, staff training and appropriate filtering and monitoring.
- Department for Education, Filtering and Monitoring: Core Standard, within Meeting Digital and Technology Standards in Schools and Colleges, updated September 2026.
- Department for Education, Meeting Digital and Technology Standards in Schools and Colleges, including digital leadership and governance and cyber-security standards.
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, in force from 1 September 2026, including online safety and harms.
- Department for Education, Teaching Online Safety in Schools guidance.
- UK General Data Protection Regulation and Data Protection Act 2018, supported by Department for Education data protection guidance for schools.
- Data Use and Access Act 2025, as reflected in current Department for Education data protection guidance for schools.
- Education Act 1996, as amended.
- Education Act 2002, including the duty to safeguard and promote the welfare of children.
- Children Act 1989 and Children Act 2004, as amended.
- Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010, including the public sector equality duty and reasonable adjustments.
- Computer Misuse Act 1990, as amended.
- Copyright, Designs and Patents Act 1988, as amended.
- Human Rights Act 1998.