

Curriculum Statement for ICT

Rationale:

At Ingfield Manor School we believe that the Information Communication Technology (ICT) curriculum should be inclusive for all students despite their physical, communication and cognitive barriers. It is essential that all students using ICT are active and accessing their computers and technology themselves, rather than being passive participants watching others do it on their behalf. This enables students to develop their functional independence skills.

Good quality IT skills enable students to engage positively within their environment and develop in line with their able-bodied peers. For many of our students, their disabilities can inhibit their ability to access their community and the wider world around them. Technology is becoming increasingly important for all generations, but in particular children and young people who use it as a vital means of communication and a way to interact with others. It is also used to support their learning and develop their knowledge and understanding of the world around them.

This is especially important for children and young people with disabilities who are often more isolated due to their physical, cognitive and communication difficulties. The students at IMS are often reliant on adults for many activities of daily living, which can lead to frustration and anxiety – particularly when they see their able bodies peers and siblings having greater access to life experiences. ICT is a means to access the wider world and build their independence and self-esteem.

The ICT curriculum at IMS has close links to the Communication curriculum. All students who are non-verbal or have unintelligible speech are supported to use technology to communicate independently. This can be as simple as using a step-by-step switch with a pre-recorded message, developing up to using a voice output communication aids (VOCAs) with broad and complex vocabulary sets.

Assistive Technology (AT) is also a large component of the ICT curriculum as this provides essential support for students to access their environment. To enable students to use AT, they need to develop a consistent and reliable physical access method. For students with physical disabilities, who can't access mainstream hardware such as a mouse or keyboard, they learn to use alternative equipment such as switches, eyegaze and joysticks. Alongside this, they must learn to use alternative software as well as computer scanning systems such as assisted scanning, auto scanning and assisted scanning. For each student this is individual and they will work closely with the professional team to develop these skills.

At Ingfield Manor School, we recognise the importance of the ICT curriculum to enable students to:

- Develop their independence
- Develop their knowledge of the world around them
- Become active communicators
- Develop their physical access skills
- Develop strategic, problem solving skills
- Develop social skills (remote)
- Feel they are valued as holistic, active learners and empowered with the confidence and self-esteem to make choices and be motivated.
- Be safe when online
- Achieve a nationally recognised qualification in ICT (KS3, 4 & 5)

Curriculum Intent:

Our long-term plans are designed to enable students to develop and build on their knowledge and skills as they move up through the school. The ICT pathway enables students to progress at their individual level, taking into account their physical, communication and cognitive needs. The ICT curriculum is highly personalised to ensure that all students are able to actively participate.

The ICT curriculum supports the conductive education ethos of the school as it promotes independence and access to the wider world. The skills that students are learning (at their own individual level) enables them to become active participants in their own lives and supports their communication, physical, social and problem-solving skills.

In EYFS, students develop early ICT skills through the EYFS holistic curriculum. Each student receives initial input from the professional team (OT, SEN Teacher, SaLT and IT technicians) to assess their physical skills to develop an access method. Initial work will be done to identify if students with use mainstream software/hardware or if they need to use alternative equipment, but this may be difficult to define at this early stage. Here, ICT links heavily with communication curriculum.

In key stage 1 & 2, students progress onto the Ingfield Manor School, primary ICT scheme of work which begins to become more distinct from the communication curriculum. Students continue to develop their ICT skills and become increasingly independent with accessing software and hardware through the rolling, personalised programme. Students will continue to take part in an on-going, dynamic physical access review with the professional team.

In key stage 3, students move onto the Ingfield Manor School, secondary ICT scheme of work. Here, students continue to develop their ICT skills to become increasingly independent with using their computers and assistive technology, but a greater emphasis is placed on accessing the wider world through age appropriate, accessible apps and software. Whilst following a rolling, personalised programme; students have the opportunity to work towards individual ICT qualifications.

In key stage 4, students continue to build on and develop the knowledge and skills they have learn earlier in their school career. Students continue to work towards accredited ICT qualifications.

In key stage 5, students continue to develop their ICT skills with a greater emphasis on their functional ICT skills and preparation for the next stage of their education or career. Students continue to work towards accredited ICT qualifications.

Due to the mixed-aged structure of our classes, a rolling programme ensures that all ICT topics are taught to all students across their time at Ingfield Manor School. Certain topics that are deemed to be 'key topics' are revisited on a more regular basis. The ICT curriculum enables teachers to have a certain degree of flexibility with the curriculum they deliver, enabling them to personalised students learning based on their physical, communication and cognitive skills.

Online safety is a key component of the ICT curriculum. This is visited yearly by each key stage to ensure that students have a good understanding of how to remain safe online. Students at Ingfield Manor School are particularly vulnerable to online abuse due to the nature of their disability. It is essential that online safety is embedded yearly for consistency across the school, (see IMS online safety policy).

Implementation:

The staff involved in implementing the ICT curriculum are:

- SEN teachers
- IT Team/Assistive Technology technicians
- Speech and Language Therapists (SaLTs)
- SaLT Assistants
- Teaching Assistants (team members)
- Occupational Therapists & Conductors

Early Years Foundation Stage

Key link with Communication Curriculum

ICT is delivered as part of the holistic EYFS curriculum.

Initial assessment for physical access skills



In the transition between EYFS and Primary, the professional team will make a decision about the next stage of the pathway for each student.

Primary (KS1 & 2)

Key link with Communication Curriculum

Group	Gigas	Megas	Teras
Key Focus	Developing understanding of cause and effect (personalised curriculum)	Developing access and communication skills (personalised curriculum)	Rolling 2-year Computing curriculum
Key aims	-To develop an understanding of cause and effect. -To explore and develop their physical access skills. -To begin to explore the use of ICT to support their communication.	-To develop and consolidate their physical access skills. -To develop and consolidate their communication skills when using their VOCA. -To begin to explore the use of alternative, accessible software. -To develop their independence when using their VOCA. -Students are safe online.	-Develop a broad range of Computing skills -Students are safe online.
Curriculum	Specialist resources: -Switch toys -Switch equipment e.g switch cameras, stereos etc -Environmental controls -Driving platform -Activities in the sensory room -Magic Carpet -Look to Learn software -Switch accessible games -Sound beam	Specialist resources: -Switch equipment e.g switch cameras, stereos etc -Crick Box (mains adapter) -Environmental controls -Driving platform -Activities in the sensory room -Magic Carpet -Look to Learn software -Accessible apps (e.g, music player, Youtube, musical instrument, games	-ICT Profiles -E-Safety -Word Processing -Images & Videos -Presentations -Operating Equipment -Coding/Programming -Publishing -Data retrieving & organisation. - Excel/database/ graphs -Music & Gaming

	<ul style="list-style-type: none"> - Starting Blocks (taking turns, early choice making, early scanning, categorising) <p>Vocabulary:</p> <ul style="list-style-type: none"> -Go Steps (key word vocabulary) -Reduced Ingfield Dynamic Vocabulary -Early auditory scanning 	<ul style="list-style-type: none"> -Sound beam <p>Vocabulary:</p> <ul style="list-style-type: none"> -Ingfield Dynamic Vocabulary (A,B,C,D) -Consolidating scanning and navigating -Word Prediction -Auditory Scanning -Curriculum Grids -Strategies/clues 	<ul style="list-style-type: none"> -Functional ICT revision
Delivery	<ul style="list-style-type: none"> -Weekly ICT lessons -Weekly communication lessons -Links to other curriculum subjects 	<ul style="list-style-type: none"> -Weekly ICT lessons -Weekly communication lessons -Links to other curriculum subjects 	<ul style="list-style-type: none"> -Weekly ICT lessons -Computers used throughout the week in other lessons



In the transition between Primary and Secondary (KS2 & 3), the professional team will make a decision about the next stage of the pathway for each student.

Secondary and Sixth Form (KS3, 4 & 5)		
Key link with Communication Curriculum		
Group	Accessible ICT	ICT (Functional Skills)
Key Focus	Functional ICT using accessible software and hardware (assistive technology).	Functional ICT using mainstream software and hardware.
Key aims	<ul style="list-style-type: none"> - Students to independently access a series of 'apps' on their device. -To use functional apps that enable them to access the world around them. -Students develop their physical access skills. -Student who are non-literate or who have low literacy skills can access the software. -Students are prepared for the next stage of education/career. -Students are safe online. 	<ul style="list-style-type: none"> -Students to be able to independently access mainstream software and hardware. -Students are prepared for the next stage of education/career. -Students are safe online.
Curriculum	<ul style="list-style-type: none"> EL1, EL2, EL3 qualifications -Online safety -Listening to music -Online video clips -Video communication -Digital photographs -Digital radio -Control settings -Email 	<ul style="list-style-type: none"> EL1, EL2, EL3, L1, L2 qualifications -Online safety -Microsoft -Word Processing -Spreadsheets -Database -PowerPoint -Publisher -Web browsers

	<ul style="list-style-type: none"> -Organising my time (calendar) -Environmental controls -Kindle -Digital gaming -Word Processor -Social media (Facebook, Twitter etc) -Phone/SMS/WhatsApp -Web browsers 	-Programming/Coding
Delivery	<ul style="list-style-type: none"> -Weekly ICT lessons -Weekly communication lessons -Computers used throughout the week in other lessons 	<ul style="list-style-type: none"> -Weekly ICT lessons -Computers used throughout the week in other lessons

Teaching strategies may include:

- Use of specialist resources and software
- Classroom learning - dedicated ICT lessons
- Non-classroom learning (e.g. sensory room, driving platform, environmental controls)
- A range of visual, auditory and kinaesthetic resources are used throughout lessons
- Modelling of ICT processes and skills
- Teacher led lessons/activities
- Practice and consolidation
- Programming - personalising apps
- Wall displays and posters,
- Physical facilitation – gradually reducing support as the students develop their independence.

Physical access - Practise and repetition are key to enable students with neurological motor impairments to learn the motor pattern to locate specific access skills – also referred to as muscle memory.

Impact of the ICT Curriculum:

The impact of the ICT curriculum is reviewed on an on-going basis to ensure an engaging, meaningful and holistic education.

The staff involved in reviewing the impact of the ICT curriculum are:

- SEN teachers
- IT Team/Assistive Technologists
- Teaching Assistants (team members)
- Speech and Language Therapists (SaLTs)
- SaLT Assistants
- Internal and external verifiers (Open Awards qualification)
- Occupational therapists & Conductors

Each student at IMS has an EHCP which sets out clear, long-term cognitive, communication, physical and social outcomes. The Ingfield ICT curriculum inputs towards all these outcomes. From these outcomes, students are set annual and then termly targets which are reviewed and evaluated by the staff members above. Termly targets are used to inform daily cognitive, communication and physical lesson targets across the whole of the curriculum, which are reviewed by the student themselves as well the support staff and teachers.

Progress in ICT is recorded formally via the Ingfield Holistic Assessment (HAS) tool on a termly basis in relation to student's development in their physical, communication and skills for learning. Teachers and the Head of Department meet termly to review students' progress and implement additional support strategies as required.

Students in key stage 3, 4 & 5 work towards achieving EL1, EL2 and EL3 accreditations in ICT. Students with additional access needs work towards the Open Awards Accessible ICT programme. Students who are able to access mainstream hardware and software work towards the WJEC ICT qualification.

Impact is also measured in terms of qualitative feedback from stakeholders including students, parents and the school team.