



ICT – Including Computing **Policy – Key Stage one and above**

Ratifying Committee	Standards & Curriculum
Date	June 2025
Review	Annually

ICT/Computing inspires creativity and imagination as well as key subject specific skills and knowledge. It provides visual, tactile and sensory experiences, and is a unique way to understand and respond to the world and to communicate with others. Pupils can learn about the place and role of ICT in life today and its increasing importance in the modern world.

ICT/Computing can be an integral part of pupil's communication and access to the curriculum.

Intent

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The Computing/ICT planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for Computing/ICT working towards the NC programmes of study (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the relevant area the EYFS Curriculum*.

**Technology was removed from UoW in 2021; however, we also recognise the importance of technology which is thread through all prime and specific areas. Technology can be a tool to support pupils' communication. For some, it is a highly motivating addition to the curriculum. Therefore, we have mapped out progression of key skills in this area, this also support pupils' transition into the school curriculum at Year 1.*

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The Lead adult may need to break steps down into smaller steps, add, or widen.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile, and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important- to know more and remember more. Key targeted areas link to the 12 month outcomes in the annual review set with parents/carers. Key targeted areas link to the 12 month outcomes in the annual review set with parents/carers.

Implementation

- Computing/ICT is a subject that can be taught and integrated in many other curriculum areas. The Lead adult needs to know the assessed skills and knowledge for computing and ICT to ensure that if using in other areas of the curriculum it supports the retention and progress based on the current assessment.
- It is taught as specific subject from Key Stage 2 onwards with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix B)
- Work in Computing and ICT enables the lead adult to plan a lesson or a series of lessons to:
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on the next steps (understanding for some pupils this can be an uneven profile linked to their SEN) and break steps down further if needed.
 - For some pupils exposing them to the foundations of higher skills as pupils may have strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.

- Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. substantive, disciplinary and procedural - see Appendix C)
- To have varied content to widen engagement and experiences of pupils.
- Computing/ICT skills can also be consolidated in delivery through other subjects- strong links to Writing and Design and Technology skills,
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to Computing/ICT.
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible.
- Key areas include:
 - Cross curricular knowledge and skills for pupils who are working a pre-subject specific.
 - The three stands of computing, Computer Science, Information Technology and Digital Literacy.
 - Skill building related to access e.g. switches, eye gaze.
 - Computer skills e.g. use functions of mouse, save and retrieve, icons, apps, associated hardware e.g. printer, keyboard functions
 - Use of a range of devices /software/technology for communication e.g. Ipad, camera, 2simple software, PP
 - Vocabulary and concepts and experiences linked to a range of ICT equipment e.g. curser, mouse, saving and retrieving information, simple programmable equipment.
 - Online safety

Time Allocations:

- There is no specific time allocation given by the DFE.
- From Key Stage 2 upwards there are timetabled ICT lessons- most are weekly as well as work integrated where appropriate into other subjects. For pupils who are working at pre-subject specific levels and pupils in specialist classes, teachers may reduce content and cover reduced units to enable other priority areas including therapy programmes to be implemented.
- Annual Computing/ICT day (s) linked to a whole school theme. Throughout many themed days and events Computing/ICT knowledge and skills are used.
- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.

- Primary and Secondary phase have a coordinator that is linked to the Computing/ICT curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities.
- Some pupils may have specific needs that need to be carefully considered and planned for to access the Computing/ICT curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment.

Health and Safety

- Lead adult/ staff working with pupil to ensure their position when using ICT equipment is safe and comfortable for them. Where appropriate the advice of other professionals (OT or SALT) is sought. Mouse or keyboard alternatives are provided as necessary.
- Where appropriate pupils are taught to handle hardware correctly and to switch pcs on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer.
 - Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
 - Lead adult will ensure that computer screens are locked when not in use.
 - Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
 - All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
 - Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
 - Visits risk assessments need to be completed and agreed.
 - Lead adult needs to ensure that COSHH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
 - Electrical item checks should be carried out as per risk assessment. Checks on equipment and environments for safety before use
 - Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.

- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately, and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding.
- All staff understand hazards and risks when using tools and equipment.
- Equipment does not impede the movement of pupils around the classroom
- The computer trollies are at an appropriate height
- Cable covers are used and that there are no trailing leads
- Power is switched off when the computer is not in use
- The computer is turned off in the appropriate manner
- No liquid or food substances are stored or consumed near the computer
- All equipment is made available for annual testing

Telford and Wrekin Intranet

The Bridge School has access to the broadband infrastucture provided for schools in Telford & Wrekin as part of their Intranet. This enables Internet access, shared curriculum resources and access to relevant local authority information. The school buys into a remote managed service, provided by the Telford and Wrekin. Additionally the school employs a full time ICT technician based within The Bridge.

Resources

The school ensures that there are up-date ICT resources to meet the curriculum requirements of all subjects across the school. This includes specialist ICT resources.

Online Safety

Appropriate security is in place to protect children from undesirable materials.

Both pupils and staff are protected and educated in their use of ICT in four areas of risk

1. Content: being exposed to illegal, inappropriate or harmful material
2. Contact: being subjected to harmful online interaction with other users
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm
4. Commerce: online gambling, inappropriate advertising, financial scams and phishing

- Training is provided for staff to improve their knowledge of and expertise in the safe and appropriate use of new technologies. This is done each year by the ICT coordinator/IT Technician and support staff, additionally as new technologies become available/ any requests for support or training are dealt with as they happen.
- The school website signpost parents to various agencies who can provide support and information on Online Safety - see also KSIE 2024
- In line with current KCSIE policy annual safeguarding training is provided to all staff in the use of safer internet

- The Bridge School has a Safeguarding Policy in place.
- The Bridge School follows Telford and Wrekin social media Policy and Data Protection Policies.
- The Bridge School has a Staff Code of Conduct that includes appropriate use of Internet and social media.
- The Bridge School has a policy on Keeping Data Secure.
- The Bridge School has an Oline Safety Risk Assessment (E- Safety) in place and can be located within the Health and Safety, Risk Assessment file on the school system.
- The ICT coordinator/IT Technician and IT support staff update any leaflet information to parents/carers, these are available within the reception foyer at school.
- There is an annual national online Safety Day called 'Safer Internet Day' and we follow the outlined theme that is set each year by the UK Safer Internet Centre.
- As well as 'Safer Internet Day' there are links with many themed days and events where ICT and Computing knowledge and skills are used.

School website

In order to foster and promote links between pupils' homes and the school, The Bridge School have a website – www.thebridgeschool.co.uk .

Parent/carer workshops are provided on an annual basis and cover informtion about safer internet use, basic access to computing, how to use emails and search the internet. The school provides parents will free log in access to a range of websites that support curriculm activities, these include:

- Busy Things
- Twinkl
- Purple Mash,
- Espresso
- Clicker

The Bridge School can also provide, at times when grants are available, access to devices for pupil home access.

School have also supported parents/carers with access to Microsoft Teams to enable parent/teacher meetings to take place. The Bridge School IT Technician ensures that data protection is in place when groups of perents meet via Teams as email addresses are hidden to each other.

The ICT coordinator/IT Technician/ ICT support staff ensure that they are up to date with any ICT training that is available to them as well as any training related to communication devices e.g. EC Centre Communication Workshops.

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development and live the most independent life possible. All pupils who attend the Bridge School have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the Computing/ICT curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A

The national curriculum for ICT/Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Appendix B

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, have new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. Key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

National Curriculum attainment targets

Key Stage 1 – Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Rolling Programme of Computing/ICT Units

KS1	
Delivery of the Computing Curriculum at Key Stage 1 is met within other subject areas.	

KS2	
Programme 1 – Autumn Term	Digital Literacy
Programme 2 – Spring Term	Computer Science
Programme 3- Summer Term	Information Technology

KS3	
Programme 1 – Autumn Term	Digital Literacy
Programme 2 – Spring Term	Computer Science
Programme 3- Summer Term	Information Technology

At KS4 pupils will still work on the termly programmes for Information Technology, Computer Science, and Digital Literacy and use what they have learned to develop Social Technology

KS4 Computing	
Programme 1	Digital Literacy Christmas Party
	Computer Science Fashion Show
	Information Technology Summer Garden Party
Programme 2	Digital Literacy Christmas Carnival
	Computer Science Shropshire Presentation
	Information Technology Newsround

Appendix C

Different types of knowledge- examples and context of the Bridge School

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. identifying basic computer systems (keyboard, mouse, monitor) and knowing different types of software.

Procedural knowledge. This is the understanding of how something is done, the series of steps or actions taken to accomplish a goal. This will be important for pupils with severe and profound learning difficulties in learning how to do something e.g. as a life-skill. This may need to be broken down into small steps building forwards or backwards in a sequence. It may be that a pupil is supporting with step-by-step instructions or visual information. Examples within Computing may include developing practical skills (typing, saving, copying, pasting), logging on and off a computer and using a range of software.

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking relevant questions and engaging in computational thinking (problem solving).

Appendix D

Roles and responsibilities – Computing/ICT Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.

- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Computing.
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.
- Ensure that all staff are aware that technology is a significant component in many safeguarding and wellbeing issues.
- Ensure that the curriculum highlights the importance of online safety, including teaching pupils about personal information, passwords and reporting concerns.
- Ensure that an online safety Audit and Risk Assessment of ICT and E Safety takes place annually to inform any actions.
- Ensure that all staff are aware of the 4 C's for online safety, content, contact, conduct and commerce and are trained in understanding the risks of such.

Teachers:

- Ensure that they have current subject knowledge to effectively teach their designated group of pupils.
- Ensure that they follow the medium-term planning for Computing/ICT and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the Computing/ICT curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the Computing/ICT coordinator.
- Ensure that Computing/ICT work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Computing/ICT curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

Support staff:

- They engage with training and self-identify if they require further training, advice and support in relation to the delivery of Computing/ICT to their designated group of pupils.
- They implement the teachers planning and direction and follow the whole school policy on assessment