IT / Computing Policy

St Vincent's School for Sensory Impairment and Other Needs

Approved by:	Mr. L. Green and Governing Body	Date: October 2025
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1. Purpose of the policy

This policy reflects the aims and values of St Vincent's School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. Art and Design is a vital part of our curriculum, offering all pupils, regardless of need or ability, the opportunity to explore creativity, develop self-expression, and build confidence.

The purpose of this policy is designed to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment

- Demonstrate adherence to the National Curriculum objectives and guidelines

- Provide clear information to parents and carers about what their children will be taught

- Allow the governing board to monitor the curriculum

- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.stvin.com.

2. Subject vision

Computing and IT at St Vincent's School aims to prepare pupils to thrive in a rapidly evolving digital world by empowering them to use technology responsibly, creatively, and independently.
Our vision is grounded in inclusion, accessibility, and excellence. Pupils are supported to develop deep knowledge, practical skills, and critical awareness across all strands of Computing — including computer science, information technology, and digital literacy — while ensuring full access for those with visual or other sensory impairments.

Through a broad, balanced, and adaptive curriculum, pupils will:

- **Access, explore, analyse, and present** digital information confidently, safely, and effectively.

- **Communicate and collaborate** using a wide range of digital tools and platforms, engaging respectfully with diverse people, cultures, and communities.

- **Make informed choices** about when and how to apply technology in their learning, personal lives, and future careers.

- **Develop computational thinking**, including abstraction, logic, algorithms, debugging, and data representation.

- **Create and evaluate digital artefacts**, using both block-based and text-based programming in increasingly complex contexts.

- **Use assistive and adaptive technologies** to ensure all pupils — particularly those with visual impairments — can engage fully and independently with Computing and IT.

- **Engage critically with the ethical, moral, and societal dimensions** of technology use, including online safety, digital rights, and environmental impact.

- **Become confident, competent, and creative digital citizens**, ready to participate fully in modern society and digital workplaces.

In short:

Our vision is to **enrich learning for all** through a high-quality, hands-on, inclusive Computing curriculum. It equips pupils with the digital literacy, resilience, and independence needed for success in education, employment, and everyday life.

3. Aims and outcomes

Overarching Aim:
To enrich learning for all pupils by developing their knowledge, understanding, and practical capability in Computing and IT. The policy sets out clear aims and outcomes across Key Stages 1–4 (and beyond), ensuring pupils are equipped to thrive in a digital society — with full access to learning, regardless of additional needs or impairments.

Curriculum Aims

1. Secure Knowledge and Skills for Life

- Build a strong foundation in how digital systems work — including hardware, software, networks, and the internet.

- Provide structured progression in computing knowledge across all strands: computer science, information technology, and digital literacy.

- Equip pupils with transferable, "real-world" digital skills relevant to further education and the workplace.

2. Develop Independence and Problem-Solving

- Foster independence in using technology to support learning across all subjects.

- Build resilience and logical thinking through computational approaches to problem-solving.

- Enable pupils to design, write, and debug programs with increasing complexity.

3. Ensure Accessibility, Inclusion, and Equity

- Provide a fully differentiated curriculum that meets each learner's needs — including those with visual impairments or other sensory/physical needs.

- Embed the use of assistive and adaptive technologies (e.g. screen readers, magnification, braille devices, sound-based output).

- Ensure all pupils can access, understand, and apply computing concepts through multisensory, hands-on approaches.

4. Promote Safe, Ethical, and Informed Use

- Ensure all pupils develop safe, responsible, and respectful behaviours online.

- Integrate Online Safety education (e.g. privacy, misinformation, digital rights, cyberbullying, copyright) throughout the curriculum.

- Promote critical thinking about digital content and digital citizenship.

5. Encourage Creativity and Cross-Curricular Connections

- Enable pupils to create original digital artefacts using a range of media and tools.

- Support creative exploration through digital storytelling, music, image editing, game development, animation, and web design.

- Embed Computing/IT in other curriculum areas (e.g. maths, English, science, geography), enhancing learning through purposeful digital tasks.

6. Explore Technology's Role in Society

- Encourage reflection on how technology affects individuals, communities, and the wider world.

- Promote understanding of current and future challenges such as automation, AI, e-waste, data privacy, and digital inequality.

- Develop pupils' ability to evaluate the ethical, cultural, and environmental impact of digital systems.

Intended Outcomes

By the end of their Computing and IT education, pupils at St Vincent's School will be able to:

- Understand and apply key computing principles — abstraction, logic, algorithms, and data representation.

- Design and evaluate programs that solve meaningful problems using appropriate structures and tools.

- Use a wide range of hardware, software, and digital platforms confidently and independently.

- Access, organise, analyse, and present digital information clearly, critically, and ethically.

- Communicate and collaborate effectively using digital tools.

- Apply digital literacy across the curriculum to enhance learning, creativity, and problem-solving.

- Navigate online environments safely and responsibly, recognising and managing potential risks.

- Use assistive technologies fluently to support learning, access information, and express ideas.

- Recognise the importance of Computing/IT in modern life and as a pathway to future opportunities.

4. Teaching and learning

Computing and IT are taught in single-age classes by class teachers, with support from specialist staff where required. All lesson plans are drawn from a well-structured long-term curriculum map, ensuring full coverage of the National Curriculum for Computing while also incorporating principles from the **RNIB Curriculum Framework for Visual Impairment (CFVI)** and practical strategies informed by **Qualified Teachers of the Visually Impaired (QTVIs)**. Adaptations are made to suit the developmental, sensory, and cognitive needs of pupils in each class, ensuring full inclusion and accessibility.

Where appropriate, the curriculum is further enriched by content from Oak National Academy, Common Sense Education, and evidence-based best practices as outlined in the **Ofsted Research Review for Computing**. Emphasis is placed not only on technical proficiency but also on digital literacy, computational thinking, responsible use, and creativity. Learning is designed to be **hands-on, inclusive, and purposeful**, with frequent opportunities for collaboration, discussion, and reflection.

Teaching Methods

- **Multi-sensory teaching approaches** are embedded across all units — including use of speech output (e.g. screen readers, audio feedback), haptic devices, tactile diagrams, and physical computing components (e.g. micro:bits, Crumble boards) to support understanding of abstract concepts like sequences, loops, and selection.

- **Hands-on experience** is prioritised. Pupils are encouraged to manipulate, test, and debug code in real-time using accessible platforms such as Scratch, Microsoft MakeCode, and adapted visual/tactile programming interfaces.

- **Environment and layout** are planned to maximise independence and safety. For example, learners with low vision may require magnification tools, task lighting, or preferential seating near interactive displays.

- **Pre-teaching and scaffolding** of key vocabulary and concepts is common, especially in programming and computer science units. This includes oral rehearsal, concept maps, large print/tactile glossaries, and interactive questioning.

- **Progressive access to devices and software** is planned and rehearsed — including Windows accessibility settings, Narrator, NVDA, ZoomText, BrailleNote Touch, or other assistive tools — empowering pupils to engage with digital platforms confidently and independently.

- **Accessible unplugged activities** (computational thinking without computers) are used to model logic, sequences, sorting, and algorithms using physical artefacts and movement.

- **Inclusion of specialist assistive and adaptive technologies** (e.g. Braille input/output, tactile keyboards, switch access, or speech-driven coding tools) is embedded in lesson design for students with high sensory needs.

Manual Dexterity and Fine Motor Considerations

Many Computing and IT tasks — from typing and mouse control to manipulating physical components (e.g. wires, LEDs, sensors) — require **fine motor coordination**. Recognising that pupils with visual impairment may experience challenges in this area, we ensure:

1. Regular development of **touch typing skills** using accessible software.

2. Clear verbal and tactile instructions for activities involving small components or intricate navigation.

3. Use of **adapted hardware** such as large key or Braille keyboards, switch systems, or touch-based interfaces.

4. Scaffolded access to programming platforms using tactile icons, accessible screen readers, or auditory navigation.

5. Structured, step-by-step exploration of physical computing kits, with ample discussion time and guidance.

Progression

- Progression is carefully mapped from **Key Stage 1 to Key Stage 3**, with each year group building on core strands: digital literacy, computer science (including programming), and information technology.

- While national curriculum progression is followed, expectations are realistically adapted based on **individual visual, cognitive, and physical needs**. Learning outcomes are personalised through IEPs and EHCPs where applicable.

- Pupils develop their understanding and independence incrementally through **repetition, retrieval, and scaffolded practice**, ensuring mastery over time.

- Opportunities for cross-curricular learning, real-world application, and creative exploration support the development of **long-term, transferable digital skills**.

5. Curriculum overview

At St Vincent's, our pupils follow a carefully sequenced Computing and IT curriculum that builds progressively from Key Stage 1 to Key Stage 4. The intent is to develop each learner's digital knowledge, practical capabilities, problem-solving confidence, and critical understanding of how technology shapes modern life. The Computing curriculum blends the three strands of the National Curriculum — *Computer Science*, *Digital Literacy*, and *Information Technology* — while being adapted to meet the diverse sensory and learning needs of our pupils, including those with visual impairments.

The curriculum balances technical skill acquisition with opportunities for creativity, collaboration, and ethical reflection. Pupils are supported to explore computing not only as users of technology but as creators and critical thinkers, learning how systems work and how to use them safely and meaningfully.

5.1 Key Stage (KS) 1

In KS1, pupils will:

- Learn how to use technology purposefully for tasks such as writing, drawing, recording sound, and manipulating images.

- Begin to understand what algorithms are and how simple programs work (e.g. using Bee-Bots, ScratchJr, or unplugged activities).

- Develop early keyboard, mouse, and navigation skills.

- Start exploring how to stay safe online and recognise the need for rules when using digital devices.

- Use digital tools to present ideas and information in accessible, creative formats.

5.2 Key Stage (KS) 2

In KS2, pupils will:

- Write and debug programs using block-based environments (e.g. Scratch, Logo, Crumble) and understand core computing concepts such as repetition, selection, and variables.

- Explore how computers connect and communicate over networks, including the internet.

- Use search engines responsibly, evaluate digital content, and understand online privacy and safety.

- Collect, analyse, and present data using tools such as spreadsheets, databases, and sensors.

- Create digital artefacts for a range of audiences using image, audio, and video editing software.

- Begin to understand how technology influences society, including accessibility, inclusion, and ethics.

5.3 Key Stage (KS) 3

In KS3, pupils will:

- Deepen their understanding of computer science by designing and writing more complex programs in both block-based and text-based languages (e.g. Python).

- Understand how hardware and software components work together, including the role of operating systems, memory, and data storage.

- Investigate binary systems, logic gates, and how data is represented digitally.

- Apply data modelling and handling skills in real-world contexts using spreadsheet and database systems.

- Explore creative projects such as website design, game development, and media production with increasing independence.

- Extend their understanding of digital citizenship, online safety, and the ethical use of technology.

5.4 Key Stage (KS) 4

Computing and IT are not statutory National Curriculum subjects at KS4; however, pupils at St Vincent's have opportunities to:

- Consolidate and apply their digital skills in functional and creative contexts (e.g. coding, multimedia, communication).

- Follow accredited courses such as Entry Level IT, Level 1/2 IT qualifications, or Creative Media qualifications, depending on ability and interest.

- Explore career-related technology skills including assistive technologies, data handling, and digital presentation.

- Apply computing knowledge across subjects, especially in project-based or vocational contexts.

5.5 Key Stage (KS) 5

At KS5, Computing and IT continue to support transition into adulthood, independence, and employability. Pupils may:

- Undertake Entry Level, Level 1, or Level 2 qualifications in IT User Skills or Digital Skills.

- Develop workplace-relevant digital competencies, including file management, communication, productivity tools, and online collaboration.

- Explore specialist technologies for accessibility, coding, creative digital media, or website design.

- Build personal portfolios of digital work to support transitions into further education, supported internships, or employment.

Detail of programmes of study/curriculum maps can also be found on our school website: www.stvin.com

5.6 Programmes of study

	AUTUMN	SPRING	SUMMER
All Classes		Online Safety Week	
P1	Year 4 – Unit 1: Computing systems and networks – The Internet Year 4 – Unit 2: Creating media - Audio production	Year 4 – Unit 3: Programming A – Repetition in shapes Year 4 – Unit 4: Data and information – Data logging	Year 4 – Unit 5: Creating media – Photo editing Year 4 – Unit 6: Programming B – Repetition in games
P2	Year 5 – Unit 1: Computing systems and networks - systems and searching Year 5 – Unit 2: Creating media - Video production	Year 5 – Unit 3: Programming A – Selection in physical computing Year 5 – Unit 4: Data and information – Flat-file databases	Year 5 – Unit 5: Creating media - Introduction to vector graphics Year 5 – Unit 6: Programming B – Selection in quizzes
Y7	Year 7 – Unit 1: Transition project Year 7 – Unit 2. Clear messaging in digital media Year 7 – Unit 3: Networks	Year 7 – Unit 4: Programming 1 Year 7 – Unit 5: Modelling data - spreadsheets	Year 7 – Unit 6: Programming 2 Year 7 – Unit 7: Gaining support for a cause
Y8	Year 8 – Unit 1 Media - Vector graphics Year 8 – Unit 2 Layers of computing systems	Year 8 – Unit 3 Developing for the Web Year 8 – Unit 4 Representations – from clay to silicon	Year 8 – Unit 5 Mobile app development Year 8 – Unit 6. Introduction to Python programming
Y9	Year 9 – Unit 1. Python programming with sequences of data Year 9 – Unit 2. Media – Animations	Year 9 – Unit 3 Data science Year 9 – Unit 4. Representations – going audiovisual	Year 9 – Unit 5 Introduction of cybersecurity Year 9 – Unit 6 Applying programming skills with physical computing
Y10	Pearson BTEC Level 1 Introductory Certificate in Information Technology		
	Unit A1: Being Organised	Unit IT7: Solving Technical IT Problems	Unit IT10: Creating a Computer Program

	Unit A2: Developing a Personal Progression Plan	Unit IT9: Creating a website	
P16	**WJEC Entry Pathways Qualification – Information Technology**		
	IT User Fundamentals (6384) Spreadsheet Software (6389)	Audio and Video Software (6398) Using Word Processing Software (6391)	Using Email (6401) Presentation Software (6393)

6. Cross-curricular links

Computing and IT are integral to modern learning and provide rich opportunities to enhance and extend learning across the wider curriculum at St Vincent's School. Digital skills are not taught in isolation; instead, they are embedded purposefully across subjects to enable pupils to apply their knowledge and abilities in meaningful, real-world contexts.

The Computing curriculum actively supports and is enriched by the following areas:

English and Literacy

- Pupils use word processors, screen readers, and text-to-speech software to draft, edit, and publish writing.
- Pupils explore spoken language through podcasting, audio editing, and digital storytelling.
- Online research, reading for information, and evaluating digital content support literacy development and critical thinking.

Mathematics and Numeracy

- Pupils apply logical reasoning and problem-solving through programming and coding activities.
- Data handling, chart creation, and the use of spreadsheets reinforce mathematical concepts such as statistics, averages, and patterns.
- Coordinates, geometry, and angles are explored in shape drawing and modelling activities.

Science

- Data logging using sensors (e.g. temperature, light, sound) reinforces skills in measurement and investigation.
- Pupils use simulations and models to explore scientific concepts that may otherwise be inaccessible.
- Recording and analysing findings using digital tools promotes understanding of scientific enquiry and fair testing.

Geography and History

- Pupils use maps, virtual tours, and timelines to understand geographical locations and historical events.
- Digital research tools support investigation into historical periods and global issues.
- Pupils create multimedia presentations to demonstrate understanding of key topics.

Art and Design

- Pupils use digital drawing tools, photo editing software, and 3D modelling programs to explore creative media.
- Vector drawing and design software help pupils visualise and manipulate images using shapes, symmetry, and patterns.
- Animation and video production link computing with creative expression.

Design and Technology (DT)

- Programming physical computing devices (e.g. Crumble, Micro:bit) supports control technology and product design.
- Pupils prototype, test, and evaluate solutions using digital tools.
- Links to assistive design and inclusive technologies allow pupils to explore purposeful innovation.

Personal, Social, Health and Economic Education (PSHE) & Citizenship

- Online safety, privacy, and digital wellbeing are embedded throughout the Computing curriculum.
- Pupils develop responsible digital behaviours and reflect on the social and moral impact of technology.
- Topics such as cyberbullying, misinformation, and media bias are explored in relation to digital literacy and civic engagement.

Modern Foreign Languages (MFL)

- Pupils use translation tools, speech synthesis, and voice recognition software to support learning in MFL.
- Online collaboration and communication platforms provide safe environments for practising language skills in authentic contexts.

Assistive Technology and Inclusion
Pupils who are blind or visually impaired benefit from adaptive digital resources across all subjects — including screen readers, braille displays, screen magnification, and tactile input devices. These ensure equitable access to cross-curricular opportunities, including programming, research, and multimedia creation.

7. Assessment, recording and feedback

Assessment in Computing and IT at St Vincent's is designed to be inclusive, purposeful, and supportive of progression across Key Stages. It reflects not only pupils' knowledge and technical skills, but also their problem-solving, creativity, independence, and ability to use technology safely and responsibly.

Aims of Assessment

Assessment in Computing aims to:

- Inform planning, teaching, and curriculum adaptation.

- Track pupils' progress against age-appropriate expectations and learning objectives.

- Identify misconceptions and gaps in understanding early, allowing timely intervention.

- Celebrate achievement and support pupils in reflecting on their progress.

- Ensure all pupils, including those with visual impairment or other needs, can demonstrate their learning in accessible formats.

Assessment Strategies

A range of strategies are used to build a holistic picture of pupil progress:

• **Formative Assessment (Ongoing)**

- Embedded into every lesson through questioning, observation, discussion, and task-based activities.

- Teachers assess pupils' ability to follow instructions, debug programs, collaborate effectively, and apply key concepts such as algorithms, data handling, or multimedia skills.

- Accessible assessment opportunities are provided through verbal explanations, tactile resources, adapted software, or assistive technologies.

• **Summative Assessment (Unit-Based)**

- At the end of each unit, summative tasks are used to assess knowledge, understanding, and application.

- Pupils complete practical projects or answer written/multisensory questions designed to reflect the objectives of each unit (e.g., "Selection in Physical Computing" or "Photo Editing").

- Summative assessments are aligned with structured **unit rubrics** and **assessment grids** that define expected outcomes for each year group.

• **Pupil Self-Assessment and Peer Feedback**

- Pupils are encouraged to reflect on their own work using simplified rubrics, checklists, or structured prompts.

- Peer assessment may include evaluating digital work against shared success criteria or offering verbal feedback.

- Where appropriate, tactile and audio feedback tools are used to ensure inclusion.

Recording Progress

- Teachers maintain records of pupil progress using unit assessment grids, annotated samples of work, and/or digital evidence (e.g. saved code files, screenshots, audio clips).

- Progress is recorded in a manner that suits each learner's needs — including adapted methods for blind or partially sighted pupils (e.g., screen reader recordings, braille-labeled folders).

- Assessment data is used to update whole-school tracking systems and inform reporting to parents and carers.

Feedback

- Verbal feedback is central and often immediate, particularly for pupils with VI or communication needs.

- Feedback focuses on effort, process, and understanding — not just end results.

- Pupils are guided to improve their work through scaffolded support, modelling, and dialogue.

- Constructive feedback is given on how to debug, refine, or improve their solutions, with prompts adapted for accessibility (e.g. audio annotation or tactile guidance).

Inclusion and Accessibility in Assessment

- All assessment approaches are flexible to accommodate individual needs.

- For pupils with visual impairments, alternative formats (e.g. tactile programming blocks, braille quizzes, sound-based debugging tasks) ensure equal access to demonstrating progress.

- Teachers are supported with QTVI guidance and differentiated resources to make judgements that are fair and meaningful.

8. Resources

The Computing and IT curriculum at St Vincent's School is underpinned by a carefully curated set of resources that enable inclusive, accessible, and high-quality teaching and learning across all key stages. These resources include hardware, software, physical aids, and adapted materials that support pupils' engagement, creativity, and progression — particularly for those with visual impairments or additional needs.

Digital Hardware

To support hands-on, exploratory learning, the school maintains a variety of digital hardware across the phases:

- **Desktop and laptop computers**, fitted with accessibility software.
- **Interactive whiteboards** in classrooms to facilitate modelling and demonstrations.
- **Tablets and touch-screen devices**, which support multisensory learning and alternative input methods.
- **Specialist computing devices** such as:
  - **Crumble controllers** and **Micro:bits** for physical computing.
  - **Talking word processors**, **Braille displays**, **switches**, and **screen magnifiers**.
  - **Headphones** and **USB microphones** for audio-based projects.
- **Networked printers** and access to reprographic resources (including braille embosser support where applicable).

Software and Online Platforms

A blend of accessible and educational software tools is used across units and year groups, including:

- **Coding platforms**: Scratch, ScratchJr, Micro:bit MakeCode, Python (KS3), and Crumble software.
- **Productivity tools**: Microsoft Word, PowerPoint, Excel (including adapted versions).
- **Multimedia tools**: Audacity for audio editing, Pixlr or Photopea for image editing, and Tinkercad for 3D modelling.
- **Database and data handling tools**: 2Investigate, Excel, and J2Data.
- **Web development tools**: Google Sites and HTML editors (Y6+).
- **Online safety resources**: National Online Safety, Childnet, CEOP, and ThinkUKnow materials.
- **Learning platforms**: Use of Oak National Academy and internal file-sharing systems to support remote learning or blended provision.

Assistive and Adaptive Technologies

To ensure equal access for all pupils, particularly those with visual impairment, the Computing curriculum makes use of:

- **NVDA**, and **VoiceOver** screen readers.
- **BrailleNote Touch**, **braille keyboards**, and other tactile input devices.
- **High-contrast keyboards** and large monitors or magnification tools.
- **Talking software** and sound-based programming environments.
- **Accessible code editors** and simplified interfaces for younger or sensory-impaired learners.

Physical Resources and Manipulatives

- **Unplugged computing kits** (e.g. logic games, binary cards, algorithm mats).
- **Tactile coding blocks** for introducing programming concepts to pupils with visual impairments.

- **Display materials**: Vocabulary cards, accessible diagrams, and dual-sensory resources are provided in all computing classrooms.
- **3D printed manipulatives** (e.g. block-based flowcharts, physical flow diagrams).

Learning Environment and Accessibility

- All computing areas are arranged to ensure safety and accessibility, including appropriate lighting, spacing, and seating for pupils with VI or mobility needs.
- Resources are labelled clearly and stored consistently to encourage independence.
- Resource planning always considers **pre-teaching of key vocabulary**, **adapted materials**, and **staff familiarity with specialist tools**.

Staff Training and Support

Teachers and support staff have access to ongoing training in:

- The use of new and emerging technologies.
- Adaptive technologies for pupils with SEND or VI.
- Software tools aligned with each unit of the curriculum.
- Safe internet usage and safeguarding protocols.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

> Support the subject leader but also hold them to account for the effectiveness of the subject

> Support staff through the provision of training and resources

> Monitor the planning and delivery of the subject

> Ensure the requirements of the National Curriculum are met

> Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at St Vincent's school will:

> Prepare and review subject policy and curriculum plans

> Promote the study of the subject throughout the school

> Monitor the teaching and assessment of the subject

> Attend appropriate CPD

> Stay informed regarding developments in the study and teaching of the subject

> Evaluate resources

> Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally

> Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

> Monitor the impact of the subject across the school and on pupils

> Monitor teacher workload and professional development

> Ensure subject action plans are suitable

> Monitor the quality of resources

> Keep track of pupil and parent engagement with the subject

> Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

> Teach and assess the subject according to the principles laid out in this policy

> Report to the curriculum manager / Assistant Headteacher

> Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

10. Inclusion

At St Vincent's, all pupils are entitled to a broad, balanced, and relevant Computing and IT curriculum that reflects their unique needs, supports progression, and enables full participation, regardless of ability, sensory impairment, or additional learning needs. We recognise that pupils may have a range of additional needs — including visual impairment, physical disability, cognitive learning difficulties, communication needs, or emotional and behavioural challenges — and we actively remove barriers to learning through adapted planning, specialist resources, and differentiated pedagogy.

We are committed to meeting the requirements of the **SEND Code of Practice** (2014, updated 2020), **Equality Act 2010**, and individual **Education Health and Care Plans (EHCPs)**. We ensure that no pupil is disadvantaged in accessing or achieving within the Computing and IT curriculum.

Differentiation and Personalisation

Teachers plan and adapt each unit and lesson of Computing and IT in ways that:

- Provide **multi-sensory and multi-modal access** to learning (visual, auditory, tactile).

- Differentiate by **outcome, support, task, or method of recording**.

- Scaffold learning to support pupils with **processing, sequencing, or working memory needs**.

- Build on **prior knowledge** and take account of any gaps due to absence or other barriers.

- Integrate **assistive and adaptive technologies** (e.g. screen readers, braille displays, talking software).

- Incorporate **non-visual interfaces** or **audio-based programming** options where appropriate (e.g. for blind coders).

- Provide **pre-teaching** of key vocabulary or concepts for pupils with language or learning needs.

Teaching Approaches

- Pupils are taught Computing and IT within class or set groups, with **high levels of Learning Support Assistant (LSA) expertise** available.

- Pupils are encouraged to explore, investigate, and create using adapted hardware/software tools appropriate to their sensory needs and developmental stage.

- Emphasis is placed on **"learning by doing"**, making use of tactile, sound-based, or kinaesthetic learning strategies where appropriate.

- Visual resources are adapted (e.g. high-contrast, large print), and lessons are supported through **audio description**, **tactile diagrams**, or **braille materials** where needed.

- Classroom environments are adjusted to account for lighting, accessibility of workstations, and safety for pupils with VI or mobility difficulties.

Curriculum Adaptation by Phase

- **KS1 and Lower KS2**: Curriculum is highly scaffolded, often using tangible interfaces, block-based coding, and story-led activities. VI-appropriate adaptations (e.g. tactile unplugged computing, talking output) are embedded.

- **Upper KS2**: Increasing independence and introduction of text-based coding. Non-visual programming options and logical reasoning tasks adapted for pupils with sensory needs.

- **KS3**: Pupils begin to specialise further; content complexity increases, but with continued personalised support. Assessment methods are adapted to ensure fairness and validity.

- **KS4 and Post-16**: Pupils may follow accredited pathways or personalised project-based learning using more advanced technologies, always supported by accessible tools and formats.

Cultural and Social Relevance

The curriculum encourages pupils to:

- Reflect on the social, cultural, and ethical implications of technology.

- Consider how technology is used globally and how it can promote inclusion and participation for people with disabilities.

- Engage in projects that promote awareness of accessibility, e.g. **designing apps or systems for others with sensory impairments**.

Additional Notes

- Staff are trained regularly in inclusive computing strategies, software accessibility, and use of specialist hardware.

- Additional guidance is drawn from the **Curriculum Framework for Visual Impairment (CFVI)**.

- Pupils are encouraged to take an **active role in identifying the adjustments that support their learning** and independence.

Further details can be found in the school's:

- **SEN Policy and Information Report**

- **Equality Information and Objectives**

- **Accessibility Plan**

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.