



Computing Overview Statement

KS3-KS5 Pre-formal and Semi-Formal profiles

At Stocklake Park, Information and Communication Technology (ICT) is not taught as a stand-alone subject but is fully embedded across the curriculum to support and enrich learning for all students, including those working within pre-formal and semi-formal pathways. We recognise that for learners with complex needs, ICT is a powerful tool to support access, engagement, independence, and communication.

ICT is utilised as a key enabler of **creativity, communication, and functional life skills**, and is thoughtfully integrated into daily routines and curriculum activities across all key stages. It enhances opportunities for students to **express preferences, make choices, interact with their environment, and develop problem-solving and critical thinking skills**, in a way that is meaningful and personalised.

Key ways ICT is Embedded:

- **Augmentative and Alternative Communication (AAC):**
 - Use of communication aids such iPads with Grid/Proloquo2Go/TD Snap, and Eye Gaze technology to support expressive and receptive communication.
 - Mac switches and Big Macs enable students to contribute to shared stories, respond to peers, and participate in lessons across all subjects.
- **Sensory and Interactive Technologies:**
 - Interactive whiteboards, sensory cause-and-effect apps, and switch-adapted toys are used to support engagement in sensory stories, PSHE, and creative subjects like music and art.
 - Soundboards and programmable devices foster exploration and encourage participation for learners with visual or physical impairments.
- **Functional Skills and Independence:**
 - Kitchen appliances with simple interfaces or switch access (e.g. talking microwaves, accessible kettles) are used in life skills and cooking sessions to promote independence and real-world application.
 - Use of scanners and barcode readers in enterprise and shop role-play activities supports recognition and decision-making.
- **Community Inclusion and Safety:**
 - Cross-curricular activities include using ICT to support travel training and community engagement, such as community crossing buttons, accessible pedestrian systems, and simulated environments to rehearse real-life scenarios safely.



- **Curriculum Enrichment:**
 - Creative use of ICT tools for photography, music-making apps, digital art, and video recording empowers students to document their learning and explore their talents.
 - Digital portfolios and communication books are used to share achievements and progress with families and carers.

Examples of ECHP Outcomes

- ICT can be personalised to directly support each student's EHCP outcomes, particularly within **Communication and Interaction, Cognition and Learning, Sensory and Physical, and Independence** strands.
- Examples include:
 - Using AAC for "making choices" (Communication)
 - Touch-screen cause/effect games for "attention and response" (Cognition)
 - Timers and visual prompts for "waiting" and "turn-taking" (Social/Emotional)
 - Switch access for motor planning (Physical/Sensory)

Access and Inclusion

- From **Mac buttons and Big Macs** to **community crossing buttons, kitchen devices, interactive whiteboards,** and **portable AAC tools,** ICT enables our learners to access the world safely and independently. Whether learning to cross a road, make a sandwich, compose a song, or code a robot, technology opens doors for our students to be **active participants in their education, their community, and their future.**

ICT provision is carefully matched to learners' cognitive and physical needs, ensuring that **accessibility, inclusion, and communication** remain at the heart of our provision. Through cross-curricular integration, ICT becomes a meaningful and motivating aspect of learning that supports all areas of development and prepares our students for life beyond the classroom.