

**TREVIGLAS COMMUNITY COLLEGE****POLICY STATEMENT: EQUALITY OF OPPORTUNITY OF ACCESS TO ICT**

**The governors recognise that all students deserve and have the right to receive a fair, broad and balanced curriculum including access to ICT, irrespective of their ethnic origin, religion, gender or ability and that teachers at Treviglas Community College will endeavour to prepare students for living in a complex multi-cultural society.**

The ICT Faculty supports the College's policy for Inclusion with respect to all students' learning and aims to develop a safe, secure and stimulating environment for all students. This will be brought about by:

- ICT work being displayed, which is produced by students of a variety of skills levels, academic abilities and year groups
- ICT staff making themselves accessible to all students to discuss their worries or concerns with regard to the use of ICT, particularly with regard to safeguarding

Each faculty making use of ICT must feel their inclusion policy is supported and not negated at any time by the ICT faculty and the ICT technicians and the technicians and the ICT faculty will work closely with other faculties to ensure this.

To achieve equality of opportunity the college will focus on the issues of:

- Equal Access to learning suited to the individual's needs and aspirations
- Equal Value of each student, irrespective of his/her ethnic origin, religion, gender or ability.

Differentiation within the learning environment is essential for each of the above to be realised.

**Access to learning**

All students in KS3 and KS4 are exposed to the same aspects of ICT. This may involve group changes for some aspects of work. ICT staff will work with others to ensure work is structured to allow the more able students to work faster and to develop more complex skills available within the realms of ICT. Teachers are flexible and are able to work with the Leader of Learning for ICT, Assistant Headteacher responsible for Enterprise, Curriculum Consultant responsible for time tabling, Director of Business and Finance and the Integrated Health and Learning Manager to ensure equality of access for all students.

Research has shown:

- that both boys and girls experience increased levels of motivation and interest if learning is delivered through the medium of ICT
- lower ability students can benefit a great deal from the use of ICT as they often lack self confidence, are ashamed of their writing and/or their ideas
- to use a word-processor, desktop publishing package or tablets means students are able to begin to develop work which they can be visually pleased with
- for some the use of the spell-checker helps to support the development of their spelling and it is then quite feasible that this helps to build their self esteem and as a result their progress through their courses.

Each of the above points indicate why it is imperative that teachers are supported in their endeavour to include I.C.T. in their schemes of learning and in their classrooms.

### **Gender**

ICT, as with literacy and numeracy, consists of skills required by everyone. It is not the prerogative of the 'specialist' and at Treviglas all teachers are expected to work towards encouraging all students to develop the confidence needed to exploit the technology available.

Where computers are shared during sessions, steps should be taken to ensure equitable access.

### **Curriculum Changes**

Recent initiatives from the Department for Education, including planned change to the national curriculum, mean that Computer Studies has been introduced to the curriculum from September 2013 as this is now part of the core subject performance measure for schools.