



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: ITCS

At Edgbarrow School, SEND provision is delivered through an inclusive, whole-school framework that enables all pupils to **Enjoy, Grow, and Achieve**. The SEND Department, subject specialists, and pastoral teams collaborate closely with families to ensure reasonable adjustments and early identification of barriers to learning are systematically embedded across the curriculum.

Our continuum of support ensures that every pupil accesses an ambitious curriculum, participates fully, and makes strong progress.

Our classroom pedagogy relies on proven learning strategies, delivered through the **Edgbarrow Essentials**:

- **Positive Learning Routine:** Active Recall
- **Feedback:** Checking for understanding and purposeful circulation
- **Questioning:** Strategic cold calling and responsive dialogue
- **Modelling:** Explicit instruction (*I Do, We Do, You Do*)
- **Oracy:** High-expectation verbal refinement (*Say It Again, Better*)

Where pupils require additional support to overcome specific barriers to learning, we routinely embed reasonable adjustments and adaptive strategies within the mainstream classroom:

- **Strategic seating plans** optimised for learning dynamics, sensory needs, and peer collaboration
- **Targeted deployment of additional adults** focused on scaffolding independence rather than reliance
- **Subject-specific adaptations and scaffolds, such as:**
 - Dual coding (words + screenshots of software)
 - Instructions broken into numbered steps
 - Teacher modelling/demo using screen projection
 - Instructions repeated in written and verbal form
 - Worked examples to follow
 - Colour-coded cells (inputs, outputs, calculations)
 - Sentence starters
 - Writing frames
 - Task checklists
 - Adjustable font sizes
 - Example finished products
 - Command word explanations (e.g., describe, explain, evaluate)

Our tiered framework ensures the vast majority of pupils' needs are effectively met within the mainstream classroom. For pupils with more complex or significant needs, tailored, higher-tier support is coordinated by the Inclusion Department, augmented where necessary by specialist staff, targeted interventions, and external agencies.



Departmental Impact:

Impact is demonstrated in our subject area in the following ways:

- The subject-specific knowledge and skills which students retain in their long-term memories
 - KS3 students have opportunities to develop their key knowledge through practice quizzes and flash cards as part of pre-assessment preparation
 - KS3 assessments test both knowledge and skills by having a Part A Quiz section and Part B Written section.
 - Students can recall Key Stage 3 knowledge and skills into Key Stage 4 and progress to Key Stage 5, e.g., binary, cyber security, programming.
 - Lots of retrieval practice opportunities in KS4 and KS5 help with positive outcomes for students at this level, e.g., use of SmartRevise and cold-calling
- Consistent uptake at KS4 for Computer Science and Creative iMedia (IT)
 - We often have multiple classes each year
- The academic outcomes students achieve:
 - We often exceed national averages across all / most groups of students.
 - Students achieve well on Level 3 vocational qualifications
 - Consistently achieve broadly Red ALPS across the department.
 - Very high success rate of students achieving Bands 7 - 9 - significantly above national average
 - Very high success rate of students attaining 4+ - significantly above national average
- Pupils are ready for the next stage of their education, i.e., the destinations students reach post 16 and post 18
 - We offer KS5 level 2 provision where numbers justify it and have had multiple students progress from Level 2 provision onto Level 3
 - A significant number of internal students progress to study our subjects at sixth form, University and apprenticeships.
 - We run a trip to CISCO for girls to promote Girls in IT, and some students have gone on to do WEX, apprenticeships, and employment there
 - Each year, students progress from our courses to apprenticeships and high-quality university places in a related subject e.g. Cyber Security
- Skills developed via co-curricular / enrichment activities on offer by the department:
 - iDEA award has been achieved by significant numbers of students across all year groups, every year
 - Opportunities to attend IT careers workshops
 - Good attendance at clubs e.g. Python lunchtimes
 - Opportunities to participate in BEBRAS Computational Thinking Challenge
 - Visits by IT professionals where students present their ideas to them and gain feedback
 - Opportunities to participate in whole school assemblies and in-class debates to develop oracy
- A passion for the subject and for learning is instilled in pupils:
 - Students opt to study after Key Stage 3 when there are lots of options open to them!
 - Some students study multiple subjects in our department, demonstrating an enjoyment of the subject and trust in our department to support them e.g., IT and Computer Science at KS4 and KS5
 - Lots of students complete iDEA Bronze and Silver Awards independently



- Students opt to attend the department at lunch and after school - either for support or just to 'do more'!
- Students volunteer to help out at Open Evenings and are fantastic ambassadors for the department and the school!
- Lots of optional extra work completed on SmartRevise months before any deadline set!
- Some students complete external courses to supplement their ITCS learning e.g., CISCO Network Academy or Coding courses
- Students at KS5 actually 'make' projects that have a real-world use e.g., programming project, websites etc. Many have gone on to work in that industry using those skills developed!
- We receive emails each year from students who studied with us years ago - thanking us for the ITCS opportunities we provided them when they were at school, even if they did not realise its importance at the time e.g., advantage over other applicants at job interviews.
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- Students feel engaged by the lessons, enjoy the lesson content and find the subject useful for daily life.
 - Positive learning routines support consistency; they know what the routine is in every lesson which is reassuring
 - Regular recall helps prior learning stick in their mind
 - Purposeful circulation: teachers look at work live, supporting with errors quickly and clarifying any misconceptions quickly
 - Teachers adapt their lessons by stopping and explaining tricky concepts in a different way to aid understanding
 - Lessons that are practical where possible e.g., design a logo on paper... now make it using software!
 - Trust review and subject review feedback demonstrates that students find lessons engaging and find it useful in daily life
 - Students mention that they like the consistency of ARP's - Part A and Part B - so they know what is expected of them
 - Students always want to know more and ask questions!