

Progression for learners with complex needs e-Safety

Note: e-Safety is not included in Computing p-scale statements but can be inferred from PSHE p-scale statements.

Working towards end of KS1 POS statements Sept 2014	P 4 - 6	P 7 & 8
<p>P-scales PSHE July 2014</p> <p>(also see P-scales Computing in Technology in our Lives, Multimedia and Handling Data)</p>	<p>P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication</p> <ul style="list-style-type: none"> Engage in a parallel activity with several others Show an understanding of 'yes' and 'no'. <p>P5 Pupils take part in work or play involving two or three others</p> <ul style="list-style-type: none"> Maintain interactions and take turns in a small group with some support Combine two elements of communication to express feelings, needs and choices Join in discussion by responding appropriately to simple questions about familiar events or experiences. <p>P6 Pupils respond to others in group situations.</p> <ul style="list-style-type: none"> May show concern for others 	<p>P7 Pupils communicate feelings and ideas in simple phrases</p> <ul style="list-style-type: none"> Make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations Judge right and wrong on the basis of the consequences of their actions Show some consideration of the needs and feelings of other people. <p>P8 Pupils join in a range of activities in one-to-one situations and in small or large groups</p> <ul style="list-style-type: none"> Understand agreed codes of behaviour Show a basic understanding of what is right and wrong in familiar situations Seek help when needed.
<p>Learners develop understanding</p>	<p>Learners recognise and interact with others they can see.</p>	<p>Learners recognise there are good and bad things they can do. They begin to understand they can interact with someone they can't see.</p>
<p>Learners build skills</p>	<p>Early</p> <p>I can make a choice about what I do. I can respond to a question about what I am doing I can use devices to communicate feelings, needs and choices I recognise the link between a control device and information on a screen.</p> <p>Later</p> <p>I show concern for others. I begin to understand that I can send information about myself to someone else I begin to use technology to interact with others. I can be careful when I use technology equipment.</p>	<p>Early</p> <p>I begin to be aware of who it is safe to communicate with. I begin to recognise that my actions may have consequences. I am aware that I can use the icon for the Internet to find out things. I am careful with technology equipment. I begin to rehearse rules to keep me safe when I use technology.</p> <p>Later</p> <p>I have seen that things I do can be good for me or bad for me. I know my behaviour can have consequences and I make good choices. I recognise when I am angry, worried or frightened and know who to ask for help. I know I can find information from the Internet. I am learning not to give out personal details when using technology. I begin to use simple rules to keep me safe when I use technology.</p>

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Personal responsibility	This thread of the computing curriculum links very closely with PSHE development across all areas of learning and needs to be taught and continually rehearsed in that context.	
	At these levels Learners will need a responsible adult with them at all times when using the internet. It is the adult's responsibility to ensure experiences are safe and appropriate.	At these levels Learners will be supported by an adult to begin to take on personal responsibility: <ul style="list-style-type: none"> • follow simple rules to keep themselves safe • make sure an adult knows what they are doing online • ask for help
Teachers enable progress	<ul style="list-style-type: none"> • Teachers support and model appropriate use of technology whenever it is used. • All teaching and learning must be real life and practical to ensure pupil understanding. Avoid reliance on simulations. • Learning is often not generalised so teachers may need to repeat activities in any specific context that Learners could experience. • There should be opportunities for Learners to make simple choices in structured activities. • Teachers provide activities to model, encourage recognition and label feelings; particularly as they relate to uses of technology. • Teachers share opportunities to communicate with people known to the learner but are not in their immediate environment. • Teachers provide opportunities for role play to build learners understanding about safe and responsible behaviour. • Managed filtering is used in school to allow controlled experiences of possible Internet use away from school. 	
Suggested activities	<ul style="list-style-type: none"> • A switch, touch screen, tablet or an interactive whiteboard is used to choose activities. • Learners are guided to choose a game on a computer or tablet. Safe and responsible use is emphasised by the adult. • Switches are used in a sensory room to explore different experiences. The pupil is provided with a way to communicate whether they want to continue or stop an activity. 	<ul style="list-style-type: none"> • Rehearse simple e-safety rules whenever the Internet is used. • Make simple symbol and picture supported rule books (Early: using provided choices; Later: creating own rules based on experiences) • Displays and flashcards can be used from the KnowITAll resources. Note: You will need to select appropriate parts of these. • Click Safe and Click Aware posters are available with STC symbols. • Use social stories to reinforce the rules eg if you are worried tell someone.
	Words, signs or symbols are used to communicate yes or no when choosing an activity or during an activity..	Use a Walkie Talkie to talk to the learner. Start close, move further away. Ask a mixture of questions which include what is your name? Where do you live? Do I answer the question? Is it safe to answer the question? Do you answer the question if you can see who you are talking to? Do you answer the question if you cannot see who you are talking to?
	Communication aids and books are used to support Learners in making a choice.	Play hide and seek using Facetime. Talk to the children about the way in which the Internet lets us see people who are not beside us. ACTIVITY
	Call and response is used to encourage communication eg 'I make my sound, you make your sound.'	Play hide and seek with a mobile phone - send a picture or message from an outside area. The pupil in the classroom receives the message and goes to find the person. Communication continues to help the pupil seek.

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	A learner is supported to choose a photograph to send to a printer. The adult emphasises sensible use – one click and wait.	Classroom and online role play is used to recreate private chat rooms, video conferencing, use of mobile phones, email / instant messaging (eg learners select from a choice of messages for an adult to send an email)		
	Voices and self-generated sounds are recorded and played back using tablets, digital voice recorders or microphones in laptops. Who is this?	Guess who you're talking to is played with Walkie Talkie, mobile phone, tablet or Skype.		
	A learner is supported to choose a photograph for an adult to upload to a secure online space or attach to email. The photo is labelled with feelings expressed by learner so they can share these with parents/carers.	Review a set of photos onscreen to sort into safe / not safe for uploading to the Internet. Do I send this picture, yes, no? Agree rules from choices provided.		
	Use apps or websites with pop-ups. Rehearse reactions to tell an adult something unusual has happened.	Sort pictures of 'Who can I trust to help me?'. Talk about what may worry the learners and who they can tell.		
Suggested online resources	These online resources can support development of understanding of e-Safety where the learner has sufficient literacy and understanding skills:			
	Smartie the Penguin What do I do when something worrying or something frightening happens when I am online? <u>ACTIVITY</u>	Digiduck's Big Decision How can I be kind to my friends online? <u>ACTIVITY</u>	Captain Kara and the Smart Crew How do I stay safe online? Also available as Clicker 5 story . <u>ACTIVITY</u>	Know your friends with Josh & Sue Film and lesson notes downloadable from ThinkUKnow website . Look for SEN tab. Film can be watched on YouTube .
Also see Somerset Byte Awards . Kilobyte for primary aged learners on p-scales and Hectobyte for older learners				