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St Nicholas School Our Digital Learning Plan

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

- St Nicholas Special School caters for children with a moderate-severe/profound general learning disability, ASD and complex medical needs, we have approx. 30 pupils 5 teachers and 16 SNA's.

1.2 School Vision:

- In our school, digital technologies will be purchased and training will be provided to enhance teaching and learning. The acquirement and purchasing will be done in a consistent manner to allow the sharing of created teaching materials and a database of lesson programmes, approaches and teaching materials. Ultimately this will allow access to broader learning experiences and connecting our pupils to the wider world. Over the next 2-3 years our aim is to embed digital tools into our practice to support collaboration based learning.

1.3 Brief account of the use of digital technologies in the school to date:

- The school has a mishmash of digital technologies some pupils have personal ACC devices but again the software is prescribed by the individual SLT so a variety of programmes are used. Each class has an old desktop and some classes have older IPAD's which are close to closed off software updates. In conclusion there is no consistency in either hardware of software approaches and funding is limited.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period April to May 2025. We evaluated our progress using the following sources of evidence:

- Oide support through schools advisor.
- Management led infantry.

2.1 The dimensions and domains from the Digital Learning Framework being selected

- Dimension: Leadership and Management
- Domain: Managing the Organisation Leading Learning & Teaching

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
2.2	Manage the school's human, physical and financial resources so as to create and maintain a learning organisation
1.4	Foster teacher professional development that enriches teachers and pupils learning

2.3. These are a summary of our strengths with regards digital learning

- Our school have digital Broadband and has significant infrastructure to support digital learning.
- Individual teachers have areas of knowledge and experience using a variety of programmes and ICT platforms i.e. padlets and ACC devices.
- The school has identified Digital Learning as an area that needs immediate attention, and recognises a need for investment and training in this area.

2.4 This is what we are going to focus on to improve our digital learning practice further

- Purchase standardised hardware (interactive screens and I pads) to ensure consistency and continuity in approaches to ICT across the school.
- To address the fear of ICT through daily use of technology and through support.
- Slowly remove unwanted lines of communication and replace through digital communication i.e. Gmail.
- Use of ICT in whole school events such as assemblies.
- To celebrate work in digital formats such as I movie and individual portfolios.

3. Our Digital Learning plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Digital Learning Action Plan

DOMAIN: - Managing the Organisation - Leading Learning and Teaching
STANDARD(S): 2.2 Manage the schools human, physical and financial resources so as to create and maintain a learning organisation. 1.4 Foster teacher professional development that enriches teachers and pupils learning.
STATEMENT(S): - The Board of Management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. - The Principal and other leaders in the school support teachers' continuing professional development to develop teacher competence in the use of digital technologies, to support high-quality teaching and learning.
TARGETS: - Support a whole school strategy for effective and inclusive I Pad use. - Build staff capacity in using Google Workspace tools (Docs, Drive, Gmail) to improve collaboration, digital organisation and communication across the school. - Build teacher capacity in using I pad based tools and accessibility features to meet pupils diverse learning and communication needs. - Establish consistent digital tools across classes (e.g., Book Creator, Apple Classroom) for portfolios, communication, and engagement.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
- Set up google workspace tools (Docs, Slides, Drive, Gmail) to support digital communication and workflow. - To provide training on these tools to support staff.	- September 2025 - October 2025	- ICT lead/Management team and External Trainer. - Principal	- Evidence base do all staff have access including management team and Board of Management. - Staff can confidently use core Google tools for collaboration, resource sharing and classroom planning.	- Individual Gmail's and Google workspace. - Individual Gmail's and Google workspace. - Funding for external trainer.
- Review and reflect on digital learning use through staff meetings. - Purchase interactive screens and I pads for all classes.	- December 2025 - October 2025	- Management team and Staff - Management Team	- Adjustments made based on feedback and pupils needs. - Physical resources evident in building.	- Non teaching time allocated. - Physical resources I pads and Interactive Screens.
Provide CPD for staff on I Pad accessibility features and UDL-informed teaching.	May 2026	External Trainer/Management team	Teachers and SNA's use I Pads in inclusive, personalised ways.	Physical resources I pads and Interactive Screens.
Set up and standardise use of key apps across all class levels (Smart notebook, Book Creator, Apple	January 2026	Management Team	Core apps are installed and in daily use by teachers and SNA's.	- Physical resources I pads and Interactive Screens. - Selected apps installed.

classroom, TTRS, ChatterPix, Pops Apps).				
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
• Informal check-ins and follow up support from ICT Lead(Principal) to address ongoing needs. • Review of shared staff Google Drive activity to monitor adoption and collaborative practices. • Teacher reflections and CPD logs will help assess how confidently staff are using I Pads and assistive tools. • Samples from apps such as Book Creator portfolios will be reviewed to ensure student learning is being captured across settings. • Classroom observations will focus on the inclusive use of I pads for communication and creativity. • Pupil engagement and participation will be tracked informally by staff and in IEP reviews. • Adjustments will be based on termly staff meetings and ongoing observations.				