

Acceptable Use Policy for the use of Artificial Intelligence (AI) at St Andrew's Academy

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1. Intent

St Andrew's Academy is committed to ensuring the ethical and effective use of AI tools to support staff and students. AI tools are used to enhance teaching and learning, focusing on providing person-centred experiences tailored to the individual needs of each student. The use of AI in the school's curriculum is designed to complement, not replace, the expertise of teaching staff.

AI as a Supplementary Tool: AI is used to support the sequencing of the curriculum, assist in planning, and provide teaching ideas and resources that are adapted to the needs of SEND students.

Teacher Accountability: Teachers are fully responsible for all aspects of planning, teaching, and learning. AI tools are to be used to enhance their professional practice, with final decisions on how AI-generated content is applied resting entirely with the teacher. All planning and teaching must remain person-centred and based on the individual needs of students.

2. Benefits of AI in SEND Education

AI tools offer several key benefits when integrated into SEND education, particularly in supporting personalised learning, reducing staff workload and enriching the overall learning experience for students.

Personalised Learning: AI can analyse individual student progress and create tailored learning experiences. By adapting content to the specific needs and learning paces of each student, AI ensures that students are always working at a level that is both challenging and achievable. This helps engage students more effectively by presenting information in a format that suits their individual learning styles and abilities.

Teacher Support: AI provides significant support for teachers by automating routine tasks, such as resource creation, planning suggestions and content adaptation. This allows teachers to focus more on direct teaching and individual student interactions, ensuring that every student's needs are met. While AI may assist in the creation and adaptation of learning materials, teachers remain responsible for tailoring them to the students' needs.

3. Curriculum and Planning

AI tools may support and help break down the St Andrew's Academy's curriculum and planning processes. Teachers are fully accountable for all planning, teaching and learning,

ensuring that everything remains person-centred and tailored to the individual needs of students.

Supplementary Role: AI may be used to enhance the curriculum by providing tailored resources and teaching ideas to meet the diverse needs of SEND students. However, these resources must be adapted by teachers to ensure they align with each student's specific needs, preferences and EHCP targets.

Support for Sequencing: AI can assist with the sequencing of curriculum content, offering suggestions and supporting the planning of activities that are accessible and engaging for SEND students. Teachers remain responsible for making the final decisions on sequencing to ensure it meets the specific needs of each student.

Adapting Teaching Ideas: AI can help generate teaching ideas and tools, which may inspire staff in their approach. However, all teaching methods and resources must be person-centred, ensuring that every student's individual needs are met, rather than relying on generic AI-generated solutions.

Supporting Teaching and Learning: AI may offer support with individual learning plans, suggesting modifications or tools that complement existing teaching strategies. Teachers are responsible for customising and implementing these suggestions in ways that are effective and appropriate for the students.

Teacher Accountability: AI is a tool for support, not a substitute for teacher expertise. Teachers remain fully accountable for all aspects of planning, teaching and learning. The use of AI must always enhance, never replace, the teacher's role in delivering a person-centred and meaningful educational experience for students.

Quality Assurance: Any curriculum design, including plans and resources developed with AI assistance, must undergo a robust quality assurance process to ensure that it is person-centred, appropriate for the unique needs of students and aligns with the values, intent and standards of St Andrew's Academy.

4. Annual Review Targets

The integration of AI in the classroom may support the development of students' Annual Review targets as outlined in their Education, Health and Care Plans (EHCPs). However, the teacher remains fully accountable for writing, setting and monitoring these targets, ensuring they are person-centred and tailored to each student's unique needs and goals.

Personalisation: AI tools may assist in breaking down targets into smaller, achievable steps and may provide resources that support students in meeting these personalised targets. The teacher may use AI to support their understanding of the student's progress, but the responsibility for target development and adjustments remains with the teachers.

Monitoring: AI is not used for monitoring progress or assessing students' engagement with their targets. Teachers are fully responsible for tracking progress, making decisions about next steps and ensuring that targets remain relevant and achievable.

Feedback: AI is not used for providing feedback to students. Teachers will continue to provide direct, meaningful feedback to students based on their individual progress in relation to their EHCP targets. Any adjustments to targets or strategies will be made by the teacher, ensuring they remain person-centred and supportive of the student's development.

5. Staff Training and Support

Staff will receive targeted training to ensure they can use AI tools effectively while maintaining a focus on person-centred teaching and learning. Training will be provided through structured sessions and peer-to-peer support.

Training Sessions: Teachers will be offered regular training sessions to understand how to use AI tools effectively in their classrooms. These sessions will focus on how AI can support curriculum planning, teaching ideas and the development of accessible resources for SEND students. Staff will be trained on how to adapt AI-generated tools to meet the individual needs of students, ensuring that all learning activities are tailored and person-centred.

Peer-to-Peer Support: Teachers will be encouraged to collaborate with colleagues, sharing experiences and best practices for integrating AI tools into teaching. This peer-to-peer support will create a culture of sharing knowledge, allowing staff to learn from each other's successes and challenges when using AI in the classroom. Teachers will have the opportunity to discuss how AI can be used to support individual student needs while ensuring that the teaching process remains teacher-driven and focused on the unique requirements of each student.

Contact: Staff can contact Jordan Stringer directly for support with AI tools, including any queries about the ethical use, effectiveness or specific AI-related concerns.

6. Concerns and Ethical Issues

Concerns and Issues: If staff have concerns regarding the use of AI, these should be raised in line with the school's policies on safeguarding and professional conduct. All concerns will be addressed promptly, following the appropriate internal procedures outlined in the school's policy documents.

7. GDPR and Data Protection

AI tools used in the school must comply with the General Data Protection Regulation (GDPR) and all relevant data protection legislation. Under no circumstances should any staff or student information, including names or identifiable data, ever be used in AI systems. All data used must be anonymised.

Data Security: Personal and identifiable data of students or staff must never be used or entered into AI systems. All data that is used must be completely anonymised or de-identified to ensure the privacy and security of all individuals.

Data Collection: No staff or student information should be collected by AI tools. Only anonymised or non-identifiable data may be used in AI tools, and no personal information should be processed, stored or shared at any time.

Consent: No identifiable data about students or staff should ever be used or processed within AI tools. AI tools must never be used in any way that involves collecting, storing or sharing identifiable personal information, regardless of whether parental consent has been obtained.

Data Access: Access to AI tools should never involve the use of any identifiable data about students or staff. Only anonymised or de-identified data may be accessed, and all access should be strictly controlled to prevent any breach of privacy.



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