

AT Test and Learn Impact Report

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Assistive Technologies in mainstream classrooms- Executive Summary

In the fall of 2022, Microlink, together with its delivery partners nasen and Natspec, won a DfE contract to deliver an Assistive Technologies training programme to 150 primary and secondary schools.

The Tender Document requested an online training and professional programme:

“...For school staff to develop their awareness, understanding and use of AT. The engagement and training approach must reflect the different levels of AT awareness of school staff and different school contexts such as phase, pupil numbers and demographics.”

The approaches and resources built on the success of a previous DfE-funded AT Pilot Programme, also designed and delivered by Microlink (in partnership with nasen) that engaged with a smaller group of 75 education settings¹.

A series of monthly webinars, led by a group of SMEs (Subject Matter Experts), was created that adhered to best practice in terms of instructional design and effective professional learning², with the centrepiece being a reflective Needs Analysis Tool supported by an extensive array of linked documents to guide the further, longer term embedding of effective practice, ranging from whole-school policy development and job descriptions to classroom provision and practice.

Microlink incentivised buy-in by creating an award structure reflective of the progress made during the programme, collecting additional data and learning from participating schools beyond the requirements of the programme.

Despite school communities still reeling from the long-term damage caused by the Covid Pandemic, and a period of protracted industrial action, the Delivery Team was delighted to receive positive and affirmative statements from half of the participating school communities.

The data here was collected using an online tool, and is unedited.

Where schools are identified, full permission has been sought and granted.

The Delivery Team was delighted to receive the feedback from schools that engaged with the Needs Analysis Process, and how the process has shaped “next steps”. It confirmed that the Needs Analysis/Audit process did exactly what it was supposed to do: help school communities identify strengths, spotlight areas for development, and through shared learning, identify clearly the next steps in their AT journey.

¹ <https://www.gov.uk/government/publications/assistive-technology-training-pilot-evaluation>

² <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

On completion of the programme, schools were invited to reflect on the learning journey, and earn a badge of participation through reflecting on “where are you now?”.



Again, we were delighted to receive positive affirmations on the learning journey thus travelled, with many schools clear about their next steps in terms of the development of classroom practice, IT infrastructure, leadership and policy development. The **case studies** starting on page 64 are particularly illuminating.

This feedback has been used to update all previously developed resources, within the terms of the public sector information guidance, licensed under the [Open Government Licence v3.0](#), and has been relaunched by Microlink Education as **Be ThAT Teacher**, a professional training and development programme being rolled out to a wider group of nearly 300 school communities, and enabled through the generous sponsorship of HSBC Banking Group³.

We are looking to extend this programme globally in 2024-6.

Some selected end-of-programme comments from participating schools

I would recommend to anyone this course. Very helpful to me and my school.

Huge impact in driving this forward in our school. Useful as I am a senior leader so have clout in planning improvements and working with all staff across the school

This has been a wonderful course. I have learnt so much about AT and have been able to share this with the staff in our school. I have also benefitted from the recordings sent of the additional sessions. We focussed on Immersive Reader as this was free and we already had it. I was surprised how easily this could be rolled out to

³ <https://www.microlinkpc.com/education/assistive-technologies-in-schools/>

staff and pupils. We are already seeing the positive effects the use of Immersive Reader is having on our pupils, particularly those with SEND.

A fantastic group with wonderful ideas and suggestions to shape the learning of our pupils using assistive technology. Thank you so much!

It has been very helpful to help get things moving along in this area as it was something I had started but wasn't feeling confident in.

We have really appreciated the support, ideas and inspiration of the AT training. Please also see our thanks and support throughout our video link.

I thank you for choosing our school to join the training. I feel that it has been very beneficial and will help to make positive changes at our school. I also feel enabled to strive for AT being embedded into our whole school life practices. Whether this is supporting our learners to thrive in their school life or by our office staff using translate app to engage with EAL parents. I thank the team for making this a engaging and thought provoking experience.

Thank you. I had no idea what was available to us and this has really helped.

A fabulous course which has shown myself and my colleagues new parts of technology to assist in lessons that we were not aware of.

Really enjoyed the training, and being able to talk about ideas and what other schools use. Found it very thought provoking.

The course has been the kick start we needed to begin our work with AT in school. The process has been extremely supportive, with knowledgeable and helpful coaching. Although we're starting small, the impact is already significant. Thank you!

The sessions have been well delivered, well planned supplementary info has been excellent, and there has been excellent flexibility when other responsibilities have got in the way.

Thank you for giving a space to discuss and learn from peers.

Thank you for the opportunity to complete this training. It has been challenging, but incredibly valuable and has really started the conversation about how we can best support all our children in school using AT. My eyes have also been opened about the disparity between AT available for students in further and secondary education and those in primary schools.

Thank you for giving me more confidence to use of AT with students, this was the push I needed.

The impact that the AT training has had in my setting is hugely positive. It has allowed me to target the proposals for the use of AT moving forwards. The AT team and my fellow participants within the sessions have moved my understanding and knowledge of AT along massively and I now have the backing of SLT to continue to drive it forwards. This is all thanks to the possibilities to discuss and listen within the group sessions.

Valuable sessions that have allowed time for us all to share good practise within our schools and to learn from each other as well as the course leaders

The AT training team have been fantastic! They were very patient and informative when the group either didn't understand something or wanted more information. It is already making a difference in our school and is set to make a bigger difference in the coming years.

Training was really at high standard. I really liked the instructiveness of this. I had no idea what AT was when started and feels more confident about what is out there and how we can use it.

The sessions have been brilliant - really engaging and informative. Thank you for helping us to extend our understanding and capabilities and to help improve day to day learning, progress and outcomes for our learners. Very excited to have started this journey and keen to continue to explore and adopt AT.

I have found this a really helpful project. The questions on the Needs Analysis were really thought provoking and I will continue to reflect on these as we improve our AT offer in school. Is it possible to have my initial responses sent to me so that this time next year, I can see how far we have moved on?

The sessions were well spaced out and completely non threatening. It was really helpful to hear how other schools were embracing AT, and it inspired me to be more ambitious than my initial plan.

I have found the training to be enjoyable and the trainers very informative. An hour at the end of the school day is always hard to maintain concentration but, due to the delivery and personable approach of the trainers, I haven't felt that it has been a chore. I am glad that I was in group O as we didn't need break-out rooms (I am not a fan of these).

The experience has been valuable and has allowed us to sharpen our focus on the use of technology across the school. The resource bank has provided lots of different opportunities to try new things.

My own understanding of AT has greatly improved.

The relaxed, elongated style of delivery understands the pressures on schools and individuals, and allows for quick wins but then gives the time necessary to implement wider changes

This has been a very high impact programme and it would now be helpful to maintain links to continue finding out more about assistive technologies as this is a continually developing scene. It has been a good networking opportunity to find out more about how other schools are developing their use of AT, it would be really good to be able to maintain these.

The team have been fantastic. Useful resources. Time to explore together through network is the best way to learn from each other. The impact will be great moving forward as it is to form a part of our Development Plan next year. Trialling in some classes has had impact already. It would be useful to access some short training videos for staff from the experts in the early stages of whole school improvement while people are finding their feet and buying in. Thank you to the team; I hope you get to continue sharing your knowledge far and wide to impact on many!

It was really helpful to hear other schools talk about their AT journeys alongside the AT training team. Pupils who who are dependent on adult help when they don't need to be as tech can help instead are happier and more confident.

Acknowledgements

This project was a genuine and deep collaboration between three partner organisations: Microlink, nasen and NatSpec. Although Microlink's principle responsibility was for programme development and delivery, this could not have happened without the partnership input, and we acknowledge the commitment, intelligence and agency of all involved.

Finally, this project was driven by a core team of outstanding individuals skilled in coaching and AT, a rare combination. Thanks are extended to Nic Ponsford, Bob Basley, Louise McGinty, John Drew, supported by David Curran, Paul Bridges, Lisa Featherstone from NatSpec, Michael Surr and Zoe Howe from nasen, and our resident AT expert Piers Gardner.

Thank you to all involved.

Marius Frank

AT Test and Learn Leading Content and Training Designer and Delivery

Needs Analysis Responses

The Needs Analysis framework and supporting linked documentation was without doubt the heartbeat of the school improvement programme.

Key statements were presented, with clarifying additional questions that encouraged deeper reflection, against which schools self-rated their current practice on a ten-point scale.

Each statement in the Needs Analysis document led to further information and linked resources, so that priority areas for improvement, once identified, could be supported and empowered independently. SME Coaches were also available to support this process if requested.

There were 117 responses by 18.07.23

Delegates were asked:

“Please a single number that best reflects the degree to which AT features within your school community, against each of the statements. Ideally you may have had an opportunity to discuss these ratings with Leadership Team colleagues. But please do not worry about the precise score. We are more interested in how you choose to move forwards!

0 Inappropriate/inapplicable to our setting (*but please state “why”*) **1** I/we do not know or do this/haven’t done this yet **3** Some evidence of practice (very patchy/no evidence of impact) **5** Evidence of effective practice (not consistent or widespread) **7** **Widespread effective practice with evidence of better outcomes for children (This is the point at which schools will be able to demonstrate “transformational” practice and outcomes)** **8-10** Case studies of outstanding practice to share”

ASSISTIVE TECHNOLOGIES NEEDS ANALYSIS SUMMARY SHEET

0 Inappropriate/inapplicable to our setting (but please state "why") 1 I/we do not know or do this/haven't done this yet 3 Some evidence of practice (very patchy/no evidence of impact) 5 Evidence of effective practice (not consistent or widespread) 7 Widespread effective practice with evidence of better outcomes for children (This is the point at which schools will be able to demonstrate "transformational" practice and outcomes) 8-10 Case studies of outstanding practice to share

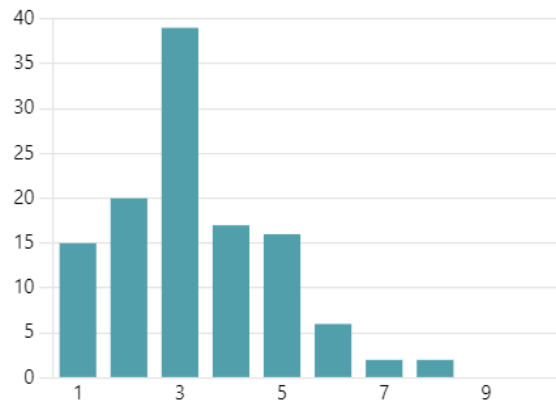
Key Statement	0	1	2	3	4	5	6	7	8	9	10
1a The power and potential of Assistive Technologies (AT) is widely understood by all staff (teachers, support staff, middle leaders, senior leaders and governors)											
1b AT developments and evaluation are overseen by a member of the Senior Leadership Team											
1c AT expectations and development plans appear in Subject and Faculty Policy and Planning Documents											
2a AT awareness and expectations are built into Job Descriptions											
2b The role of AT Champions and day-to-day leadership and management is held by either SENCO, Head of IT or both and appears explicitly in Job Descriptions (if another member of staff holds this post please justify, and detail relationships to non-mentioned)											
3 AT Policy is either stand-alone and/or embedded into IT Policy and SEN Policy Statements (and Local Offer)											
4 AT development and provision is an active component within School Improvement Planning and SEF, reviewed annually and reported to Governance											
5 Parents and Carers are regularly briefed regarding AT @ home, especially in the case of children with Additional Needs											
6 Explicit AT provision features in measures to support Children who are behind Age-Related Expectations (particularly in language and communication skills) (also Pupil Premium Cohort)											
7 AT provision can be clearly identified in IEPs (Individual Education Plans) for Children on SEN Support and undergoing a graduated approach to meet needs											
8 AT provision can be clearly identified within EMOs											
9 AT resources are funded through the SEND and IT budgets and are reflected in provision mapping as part of the ongoing evaluation of effectiveness											
10 The impact of AT is reviewed and reported on annually, with case studies of effective practice shared to assist to inform CPD											

Participants were also invited to leave a commentary against each element of the Needs Analysis (optional).

The statements and responses are compiled below, along with a short overview commentary from the Delivery Team.

Statement 1a: The power and potential of Assistive Technologies (AT) is widely understood by all staff (teachers, support staff, middle leaders, senior leaders and Governance)

3.30
Average Rating



Overview

The responses illustrate a wide range of starting points: from settings that had no strategic or operational AT awareness and provision through to some strong embedded practice (Anonymised redactions in red)

Selected Comments:

We're at the start of our work on AT but it's been discussed as a whole school. SENCo/DHT is AT Champion so it's high on our list of priorities and will be shared with governors.

We don't communicate about AT. AT has been introduced in Clicker8 and has previously been used in Google Translate for communication with EAL pupils. It is not currently used in whole school / subject planning.

Evidence of practice across the school with some impact, not yet using it to full advantage and consistently

Certain member of staff are knowledgeable about AT as they use it often with specific children they teach. However, this is not consistent across the school as it is more of a need-to-know basis.

No evidence of knowledge.

I feel that most staff understand the most common AT such as using an Ipad, recording, videoing etc but not a range of AT which is what we want to achieve.

We do have one student with a visual impairment that uses a whiteboard mirroring device so that he can enlarge or pause the screen. It can also be used as a magnifier.

Need to look at how we can empower the whole team not just those that have to use it regularly

Beginning to be used in some classes but not widespread.

We are a Microsoft Incubator School and as a result, our staff are aware of Assistive Technologies and how they can ensure inclusivity and access for all. This is not yet embedded across the whole school,

INSET session on AT showing immersive reader in microsoft programmes, following this some teachers have started live captioning on powerpoints for students with EAL in their classrooms. Workshop for parents is in planning. Year managers and SLT who hold regular parent meetings have been shown how to use live captioning for families with EAL. SCITT program attached to school has training incorporated on AT. Students at early stage EAL are provided with ipads and shown how to use to facilitate communication in classroom e.g. google lens and translate.

Stronger in some subjects than others, specifically those that use IT such as computing. Some use of reader pens / colour veil and reader pens.

Not evident or consistent

Support staff and governors require and have requested further training.

We know that there are a lot of options available but we do need some support in order to find and use ones that will benefit our staff, children and parents, that won't break our budget.

Staff understand that different technology is available and is used to support specific children. Some children have had assisted technology assessments and therefore staff who work with these children have a good understanding.

This is something that is happening at an ad hoc level. In light of the Microlink/nasen programme we've started giving snippets in staff briefing about what technology is available but we need to audit what is being used, who needs to know more and how we can disseminate information to those stakeholders.

Information from AT sessions shared with TAs at staff meeting and by email to teachers. There is some evidence of children using AT in certain classes. Staff are generally enthusiastic and willing to explore the power and potential of AT. SEND

governor kept informed and also enthusiastic but understanding not yet widespread.

Majority of staff need support with their own computing abilities or lack confidence to use technology to enhance learning. Staff will use iPads for translating due to our high EAL but very limited use of other features.

Assistive technologies are used with 2 EHCP pupils and their support staff/class teachers have some understanding of why and how these are used to improve outcomes. There is patchy use of AT in some other areas of school.

Staff are aware, but we are not using AT to its full potential yet, due to lack of devices to use the technology available yet. We have significant investment in technology and this will be in place for September 2023

There is a better understanding of staff within our resource base and growing understanding across the school.

Staff are aware of this but not a consistent approach. Confidence of staff need developing.

We have access to a lot of technology but not many accessibility features are used widely. Some staff are very skilled and others have less info. The features we do use are more general things that are used by all children rather than helping children with SEND to gain better access.

Students use word processors as a normal way of working in the classroom. Some teachers are experimenting with Immersive Reader and dictation programmes with students in class.

Some teachers are keen to use things like voice recorders in their class when it is suggested but in reality it is rarely seen in action.

AT is being used in Y4/Y5 to support SEND children to record their learning using both I-Pads and 365 Word.

There is some evidence of practice in school with some children accessing a laptop and a reader pen to support them with being able to access the curriculum. The impact on the use of the AT is unknown and there is minimal expertise from staff on the availability and use of AT.

Assistive Technology used in school: visualisers, audio books, text to speech, headphones, timers, sound buttons, writing slopes, graphic organisers, zones of regulation, scissors, fine motor skill resources, pencil grips, wobble cushions, alphabet mats, Numicon, counters, Dienes, rods etc. Lexia, 123 Maths Online, Reading Plus, Nessy, Communicate InPrint 3, RWInc Phonics videos.

Myself and the IT lead are starting to consolidate and understand this better ourselves before we present to wider school.

Not consistent across the school

This is an area that knowledge and awareness is developing but is still an area we need to upskill in more.

How does the school communicate to all stakeholders about AT (children, families, teachers, support staff, middle leaders, governors)? Through staff briefing and the daily bulletin for staff. AT Champion on SLT. Meetings and training with children. Communication home. How does AT feature in whole school / subject planning? Use of Google classroom is part of school policy – resources uploaded electronically for access. Explicit instruction for students on chromebook trial/laptops for accessible resources to be uploaded ahead of the lesson to be used in lesson. Use of EAA related equipment required at assessment points during the school year. There is evidence of children using AT independently in classrooms, and to support their learning out of the classroom. Chrome book trial (5 students), use of WP (34 students), reading pens (8).

Staff had some training in using assistive technology - Clicker 8, Immersive Reader, text to speech, speech to text. Needs monitoring and embedding.

I am new to the trust but have seen some examples of it used well particularly in resource provisions that we have

Some staff aware of dictation on Chromebooks but not used often.

We are at the beginning of our journey with AT.

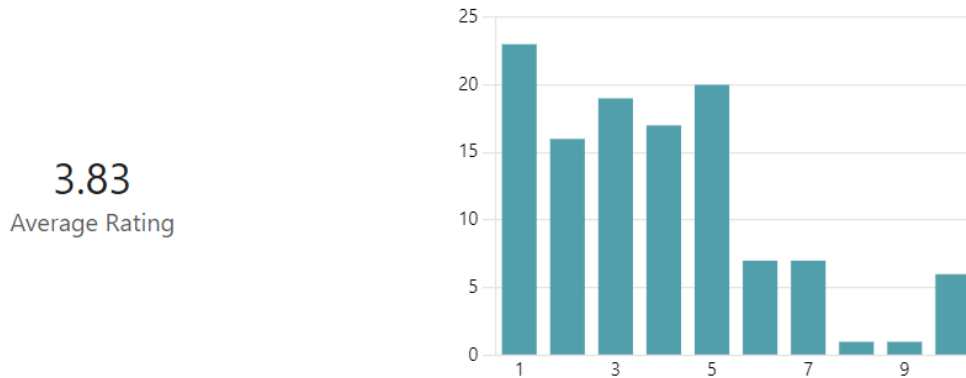
Some staff are aware that there are features available in the technology (laptops/lpads) but do not realise the potential of these.

Two staff are passionate advocates, but the rest are resistant to change even when presented with the positive outcomes AT can bring.

We need to dedicate more time to helping the teachers get to grips with it so that they feel more confident.

Some excellent practice, and then some areas where additional support is required to ensure that staff know how to support students with AT

Statement 1b: AT developments and evaluation are overseen by a member of the Senior Leadership Team



Overview

A wider spread of responses.

It is interesting to note the number of SENCOs/INCOs who are on the Senior Leadership Team, and those who are not.

Comments

SLT fully involved as being led by SENCo who is also DHT and reports back to governors, so mechanisms are all in place for this to happen.

It is jointly held by the SENCo, a member of the SLT, and the IT subject lead. Clear lines of communication and accessibility for discussion when the need arises have been established. New applications are identified by joint AT champions. The discussions about potential efficiencies and how best to implement their use are frequent and timely. The SENCo is a joint champion.

As Inclusion Lead I champion AT and have introduced Immersive Reader, iPad Apps for communication, Widgit- dual language and linked to language through colour, speech to text. We have a regular slot in staff meetings and TA meetings to develop practice but it is not yet embedded throughout the curriculum

Computing Lead is on this course to become the AT champion. SENDCO and Computing Lead are now beginning to discuss AT progress more regularly.

I am a member of SLT and the lead on this project.

We have not started this as yet but once we do I feel the score will change as SLT do want to make a positive change.

SLT are looking at how to develop further and to have more explicit mention of AT in development plans.

No

We have a blended learning champion at **XXXXX** who keeps up to date with developments and disseminates this across the school. There are a network of Blended Learning Champions within the Trust who meeting every half term.

Not one member has sole responsibility, however all teams are aware of AT progression needed within school and are supportive.

This activity is already strengthening relationships between Send and IT - possibly look to formalising this.

SENDCO will share with SLT and then deliver CPD to staff during weekly staff meeting

Headteacher is also senco

I am the headteacher, undertaking the training, leading development and monitoring the impact.

This has now been taken on by the SENCo and member of SLT- currently also the acting Deputy Head. This member of staff will continue to oversee and monitor from now on.

I am the SENCo and an AHT, and I am on this pilot. Hopefully AT can become more prominent

We have joined the programme and **XXXX** as the **XXXX** Inclusion Lead project participant has taken up the AT Champion role. We want to explore what we do through this programme to think about structures and how we can start to bring the right people together at the right time as part of our 'Inclusion' team in the years ahead. The structures are currently under evaluation.

SENCo is the AT Champion and will disseminate information to rest of SLT/middle leaders/staff and governors (and parents). Responsibility for developing and evaluating along with class teachers and Computing leads. Good relationship with IT support. How is the identification of new AT applications, staff training and deployment led and managed? How is decision-making informed? Info sharing through staff meetings and emails, conversations with partnership sencos and IT support Is this information used to inform provision management activity conducted by the SENCO? Yes although in initial stages

Yes, I am SENDCo/EAL co-ordinator and on the senior leadership team. I am new to SLT but have been SENDCo for 3 years. The computing lead is also on SLT and will be working closely with myself to support staff.

I am currently doing this however the rest of the Leadership Team need bringing on board in terms of their understanding of AT so they too can support its development in school.

The Principal has the responsibility for this at XXXX

On SLT we have a head of Teaching/Learning. Part of their remit is AT to improve teaching and learning - but not directly. Head of ICT offers staff training on AT

This has only just been implemented - no specific observations have yet taken place

Starting to happen

This needs to be developed - in particular the monitoring process.

I liaise with staff as the SENCO to discuss the use of AT in the classrooms when this is trialed but the practice is not widespread across school

Deputy Head oversees use of Technology but this does not particularly focus on AT.

Line Manager (SLT) to SENCo actively involved in developments in AT. Specific targets surrounding young people with SEND and those who require access arrangements in formal exams.

I am a member of the SLT.

Overseen by SEND Lead who is part of the SLT.

AT Champion has been identified and is attending the network sessions to help develop an implementation plan on using AT in school.

Going forward this will be the Inclusion Manager with support from Computing lead.

AHT of Inclusion and IT lead

They are now! I am on SLT

Which member of senior leadership holds overall responsibilities for AT, if not the AT Champion? Associate Assistant Headteacher and SENDCo is the AT champion with line management from Headteacher and Assistant Headteacher

for Inclusion How are effective working relationships maintained between SEND, IT Managers and subject specialists? Regular communication with the IT department to ensure chromebooks and laptops are appropriately set up for different student needs. Could meet more regularly with IT to review processes consistently. AT Champion presence at middle leaders meetings to raise agenda items relating to AT to be cascaded in faculties. How is the identification of new AT applications, staff training and deployment led and managed? How is decision-making informed? This is an area for development. Decision-making is driven by student needs. Is this information used to inform provision management activity conducted by the SENCO? SENDCo is the AT Champion and so both roles are aligned.

Need to work with computing lead and add to excellence plan

I am the newly appointed Head of SEND and Inclusion and one of my aims will be to increase the use of AT and make big gains on the impact of this. All developments are overseen by SLT and also the central team

This will be put in place moving forwards.

Yep. 2 of us.

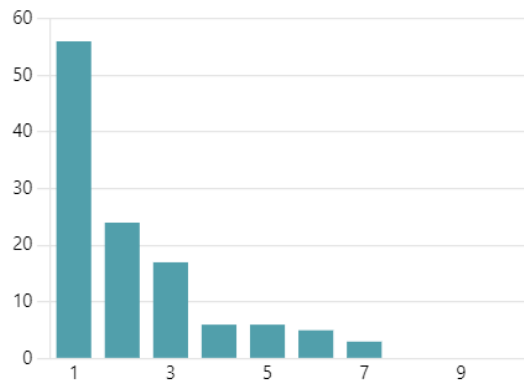
I am a part of the Senior Leadership Team

SENDCo is AHT and a member of SLT and oversees it.

A member of the SLT is supporting development and evaluation across the academy

Statement 1c: AT expectations and development plans appear in Subject and Faculty Policy and Planning Documents

2.22
Average Rating



Overview

The replies reflect two things:

- a) *Most* schools have joined the programme out of interest rather than because AT has *already* been identified as a school improvement priority
- b) *Some* schools have joined the programme to support school improvement work already underway

Selected comments

We're right at the outset of our work around AT.

They are not included in subject, department and faculty planning. Equally, middle leaders do not include AT in cycles of improvement. Robust assessment practices and frequent use of pupil conferencing during subject monitoring measure success.

No evidence apart from a mention in SEN Policy

Our school needs to address this issue in a CPD to ensure all staff are including AT in their planning, not just for SEN children. Also, subject leaders need to review their policies to include AT.

This is an area I would like to work on in the next academic year.

Is mentioned in development plans needs to be more explicit.

We have a Trust Wide digital strategy but we now need to develop this further within our own school and consider how we are effectively using AT as part of this.

Although AT has started to be incorporated in the classroom, it is not explicitly in policies and planning.

Not evident

Subject leaders to consider how they can use in summer term 2

We had started to address this with the appointment of a teacher with severe dyslexia. This meant that our SDP had to contain AT in order to adapt to her needs.

This is an area to work on and with further staff development will improve. Noted in planning for some SEND chn.

Limited information in the Computing curriculum policy

We are at the beginning of this journey! As we explore disseminating the functions at a SEND level, and we're starting the conversations about department level universal design, our aspiration is that the potential for this will grow quickly. At this stage we're starting to think about department level specific challenges.

How do whole-school statements on the potential, deployment and use of AT translate into subject, department and faculty planning? Not really yet, limited implementation How do middle leaders blend use and development of AT into cycles of improvement activity? Not yet, this programme will be the catalyst for this. How is success measured, quantitatively (measurable outcomes for learners such as Reading Age) and qualitatively (knowledge, confidence, independent use, etc.)? Yes, used where specific technologies etc are being used in interventions

Currently no evidence of this in planning. As I continue this course, I will train the teachers and support with planning and implementation.

This is not happening yet.

Currently an are on the overall school improvement plan

Action Plan: To include digital and AT into department curriculum plans

I am not aware of any evidence in policy although possibly some in planning.

In the development stage - more information is needed.

I am not 100% sure about this but I suspect not.

Use of communication aids (IPads and smartboxes are in planning).

Not yet included.

AT is noted in the SEND policy under additional provision but not called 'AT' rather, it is referred to as technology.

No evidence to support this at this time, although SEND Information Report and Local Offer documents provide a list of resources and interventions used to support learning.

We are not yet at expectation stage. Sept 2023 will be our start point

How do whole-school statements on the potential, deployment and use of AT translate into subject, department and faculty planning? AT used as part of Exams Access Arrangements are used throughout different faculties in order to ensure AT is the 'normal way of working' ahead of formal exams. How do middle leaders blend use and development of AT into cycles of improvement activity? This is an area for development. How is success measured, quantitatively (measurable outcomes for learners such as Reading Age) and qualitatively (knowledge, confidence, independent use, etc.)? LUCID Exact assessments are conducted in Year 7 as a baseline, and Year 9 ahead of GCSE exams. This data allows staff to measure progress across KS3 and make adjustments in KS4 accordingly. Progress in KS4 is assessed through mock exams in Year 10 and 11.

Not at present as far as I am aware but I would like to incorporate this moving forwards

AT to be added to subject overviews. Could be measured through intervention records.

Some AT is included in discrete ICT lessons, but this is not included across the curriculum.

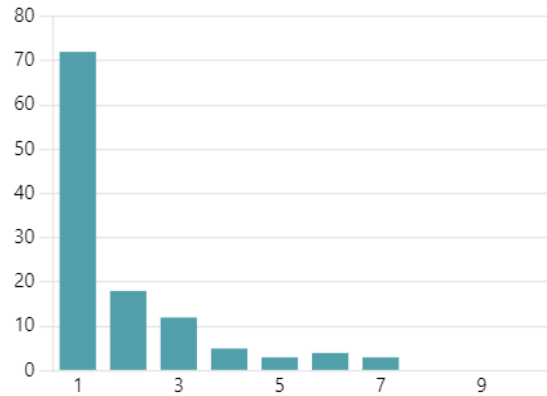
Not a sausage. Not even a chipolata

Not currently written into policies other than SEND

This is a developmental area, which Subjects and Faculty documents require additional detail in.

Statement 1d: AT awareness and expectations are built into Job Descriptions

1.91
Average Rating



Overview

These replies are not surprising. A fundamental aspect of the Needs Analysis process was to help schools identify change levers- **responsibility** and **accountability** are key components!

It is good to see that this statement has triggered reflective thinking, and some schools are already considering progressive activity.

AT is not considered a high priority or embedded.

New role taken on of Computing and Communication Technologies Teaching Assistant. Part of job role to look at AT.

Use of technology within some job descriptions, but not specifically AT.

E-learning and adaptive teaching are explicitly in job descriptions. Both include AT, although AT is not explicitly mentioned.

Not evident

This is currently not the case. However discussions with Headteacher and Finance officer to make them aware have begun.

This isn't formally recognized in job descriptions, given how new we are to this project, but we are adding this role and responsibility to the SENDCo and a member of the SLT and we will review the accountability throughout 2023-24.

Currently, there is no mention to AT in job descriptions (besides being able to use a computer/technology).

This is not in place currently.

Not yet but this is a development to have some posts in place that will have specific responsibilities for September 2023

Action Plan: To liaise with Head for AT to be specifically detailed as part of the SLT Digital Strategic Leader and SENCO roles

Not mentioned in recent job descriptions.

Just a reference to use.

Some Job descriptions but not all - for example AT champion is not listed in the Job description.

Not as yet

Job descriptions state that staff need to have some experience of ICT skills and knowledge of how to support children including those with SEND needs.

This is an area for development.

Not at present but certainly an area for us to explore

This needs to be discussed with the Senior Leadership Team.

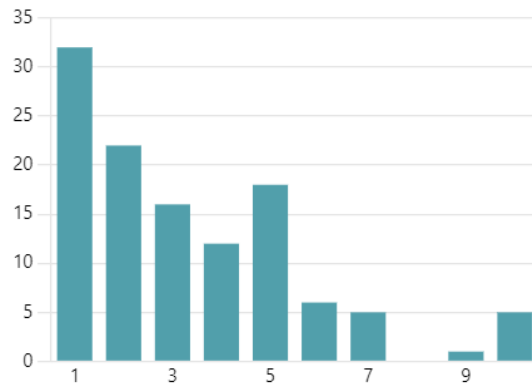
Nope.

This does not happen

This is not yet incorporated into job descriptions.

Statement 2: The role of AT Champion and day-to-day leadership and management is held by either SENCo, Head of IT or both and appears explicitly in Job Descriptions

3.35
Average Rating



Overview

A useful overview reflective of the roles and responsibilities within school communities.

These comments could be shared to support different school communities decide on the make-up of their internal AT Team moving forwards.

SENCO/DHT is AT Champion, liaising with Computing subject lead, school IT teacher and LA AVA support. Not yet in job description.

The SENCo and IT lead are joint champions. The SENCo raises any discussions with the SLT and agrees additions to the SDP for AT across school. AT can be added to any future job descriptions.

Have it as my appraisal targets and is in my job description.

SENDCO and Computing Lead are now beginning to discuss AT progress more regularly.

I am the SENCo but it is not in my job description.

Even though it is held by the SENDCo and SLT team it is not explicitly stated in the job description.

I as part of this course have taken on responsibilities for AT before no staff were even aware of possibilities. However does not appear in my job description.

Links in with the new job role.

Headteacher is the AT Champion as it feeds into our digital strategy and journey towards becoming a Microsoft Showcase School. SENDCO is Deputy Headteacher and so the strategic vision and implementation is developed at senior leadership team meetings.

SENDCO and Computing Lead will coach middle leaders

I'm hoping to appoint a senco and as such will add into their job description

The SENCo is the new AT champion however this is currently not written into a job description. Head and Finance aware.

This isn't formally recognized in job descriptions, given how new we are to this project, but we are adding this role and responsibility to the SENDCO and a member of the SLT and we will review the accountability throughout 2023-24.

Will ask for it to be added to job descriptions

The role of AT champion is myself (SENDCo) but no mention of this in job description. I will work with MAT Leads to express the importance of this moving forward.

As SENDCO and a member of SLT I have given myself this responsibility however this needs sharing and to be supported by the rest of the leadership team. This is not currently in any job descriptions.

As above, the Vice Principal is SENCo

Held by vice principal but not in job description.

Not in job description.

Yes but doesn't get mentioned in job description

We do not currently have an AT champion in school and it is not featured in job descriptions.

It is an expectation for adaptive teaching in our SEN school

IT manager has clear roles and responsibilities with regards to AT but SENCO/AT champion does not.

Member of staff with responsibility as AT Champion is SENCo and IT Lead.

An AT Champion has been identified and is attending the training but to ensure there is a greater understanding, the AT Champion will work closely with the SEND team and the Network Manager.

Part of my role as SENCo, but not explicitly.

Going forward this will be disseminated through the Inclusion Manager in discussion with SLT and Computing lead.

This is held by the SENDCO but is not written explicitly in the job description

Linked to statement 1b, how is the day-to-day leadership and management of AT operationalised by middle leaders? AAHT and SENDCo is AT Champion. Presence at Middle Leadership meetings to raise items regarding AT. Would like to start to cascade responsibility/initiatives through middle leaders/ How are responsibilities mapped and connected across management teams? An area for development. What are the relationships, networks, communication, and meeting structures that support this? An area for development.

At present this will be me as the person introducing AT trust wide and rolling this out across the trust to improve outcomes for our children

We are at the beginning of our journey with AT.

I am the SENCO - but very quickly want to get the IT coordinator involved in this

I am SENCo, Head of IT and AT Champion.

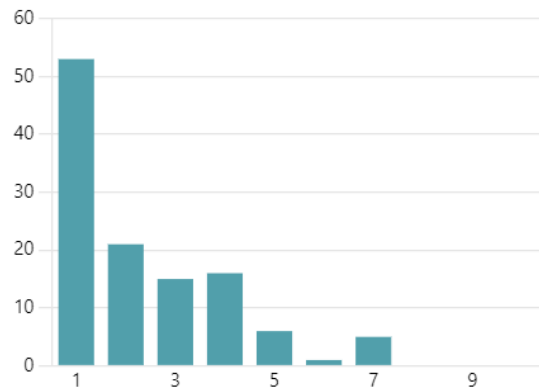
Held by the SENDCo

SENDCo but not mentioned in job description

This is held by a member of the SLT who oversees the SEND provision, but it is not yet in their job description

Statement 3: AT Policy is either stand-alone and/or embedded into IT Policy and SEN Policy Statements (and Local Offer)

2.35
Average Rating



Overview

As before:

a) *The majority of schools* have joined the programme out of interest rather than because AT has already been identified as a school improvement priority. However, participation in the AT Test and Learn Project is already motivating goal-orientated behaviours, and changes are being made.

b) *Some schools* have indicated that AT policy is already advancing.

I envision it being part of the SEN/Inclusion policy and the Use of IT policy.

Following discussions between the AT champions, AT has begun to be embedded into policies. Already added to the SEND policy, and plans to add it to the next IT policy. As AT becomes embedded, it will be added into the relevant policies.

SEN Policy

This is not currently evidenced.

Don't have a policy.

This will be reviewed and included.

There is no mention of AT in any policy that we have as a school

Need to embed further within current policies and strategies.

Not explicit in policies or local offer

The school does not currently have an AT policy. There is mention of how assistive technology can support through the Cambridgeshire local offer and how to access this for a variety of purposes.

We don't have a AT policy at present

Something we will look to build into our policies next year.

To be discussed at SLT meeting in summer term, currently embedded into SEN Policy but room for improvement

AT is mentioned within our SEND information report \policy and with information to parents but not in great detail. This could be amended to express importance on Quality First Teaching.

Ais not yet embedded in the SEND and IT policies or the local offer.

No policy yet, but will be included for reviews of relevant policies next year

Action Plan: Review IT, SEN and Accessibility policies and include part about AT.

To be included on action plan.

Embedded in policies - just a reference (may need further information)

A little mention in both policies but only a sentence or two.

Not currently in SEND policy.

Not embedded

Not yet included in IT and or SEN Policy statements.

We don't currently have an AT policy. As above with regards to the SEND policy. SEND policy could easily be adapted to make it more explicit.

No stand-alone policy but resources are noted in SEND Information Report, Local Offer and Inclusion Policy but not specifically using the term Assistive Technology.

Needs clarification in policies

How is AT policy and practice expressed in policy statements? In the SEND Information Report, SEND Policy, Access Arrangements policy. Where is the best place for this, given current policies and school improvement focus, and reflective of the target groups of learners that potentially could benefit the most (SEND, EAL, Pupil Premium, Children Affected by Migration, etc.) AT should also be incorporated into the EAL, PP Policies and policies that support other vulnerable students.

Not at present- It will be stand alone and then statements used throughout policies as appropriate

Stand alone policy needed.

When it is recommended and supported by the local authority, our statements/policies do not include this yet.

We don't currently have a specific AT policy. I need to review the SEND/IT policies to determine what needs to be included specifically for AT.

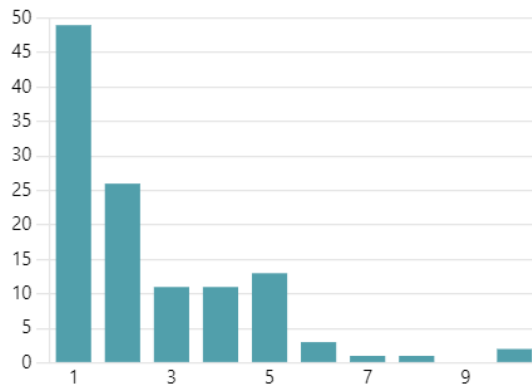
It's not, but I would hope my successor will have more joy with this than I have had.

Embedded in SEN

This now needs to be embedded into the relevant policies.

Statement 4: AT development and provision is an active component within School Improvement Planning and SEF, reviewed annually and reported to Governance

2.53
Average Rating



Overview

It is gratifying to see that participation in the programme has stimulated a great deal of activity, so that the advancement of AT is becoming explicit within school improvement planning!

DHT will be including it in SEF/SIP

Has already been added to the next year's SDP.

Reported on only since last year and included in SEF

This is not currently evidenced.

At present this is not part of our SEF or School Improvement Plan.

All the AT arrangements we have in place are in the SEF and reported to Governance.

The use of technology is embedded within school improvement and monitoring and evaluation. School has been on a journey to develop its use of technology alongside the Trust, who are passionate about it's use to transform. This is within our SIP, SEF and our Advisory Board are kept up to date with developments and current priorities. Next steps are to think more specifically about assistive technologies.

Has not yet been a whole school focus, however will be put forward.

Not evident

Discussed with Headteacher.

This is something we will look to build into the SEND strategy in the next academic year.

AT development and provision needs to be explicitly detailed in SIP and SEF and reporting introduced

AT has been recently spoken about at most SLT and at the latest governor meeting. SENDCo will provide training to all staff and governor.

AT development and provision needs to be understood by the rest of the SLT and governing body in order for it to be a part of school improvement planning.

An area on SIP and reported to LGB at all meetings

Action Plan: Request for Head to include AT specifically to include under Digital strategy plan in SIP

Not a focus.

Beginning to appear in School development plans but in early stages.

Not yet included

On my SEND Action Plan, I do have a target about SEND provision (which included AT) and differentiation/access to the curriculum. I would be looking to make this more specific for next year's Action Plan - a specific target to embed AT practice explicitly.

Once a greater understanding is gained by the AT Champion, an implementation plan will be written which will form part of the SDP.

This has yet to be incorporated into our whole school development plan.

Sept 2023 we are hoping to raise the profile of AT through this pilot

This has not currently been as widely identified as an active component or reported to the Governors but will be moving forward.

This links to statements 1a and 1c. How is the development of AT practice and provision represented and integrated into school improvement planning? AT is incorporated in the Inclusion Department's improvement plan. Request for it to be embedded into the school improvement plan next academic year.

Not at present but a development as part of my new role

We are at the beginning of our journey with AT.

Not currently but as AT is developed across the school I think it will be come clear that AT will have a significant impact on all aspects of the SEF

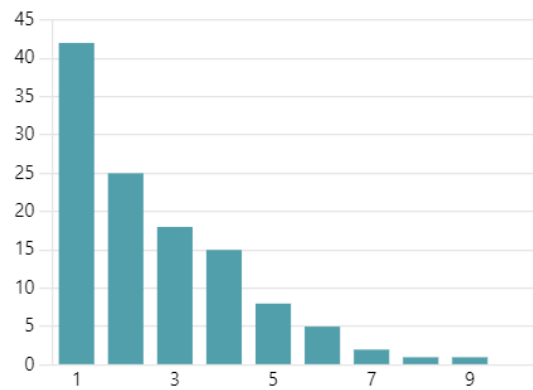
Nope.

Not currently on SDP

This is an on-going development, and requires updating in the SIP and SEF

Statement 5: Parents and Carers are regularly briefed regarding AT at home, especially in the case of children with Additional Needs

2.62
Average Rating



Overview

A real range of scores, with many schools in action already, and some planning progressive activity in the coming months.

These comments are worthy of sharing across the training cohorts so that participants learn from each other.

In the final presentations during Session 5, there appeared to be an even stronger intent to engage parents and carers meaningfully in AT support, beyond the classroom. It was noted that learning needs sometimes occurred in family clusters: support the child, help an extended family!

Plans are all coproduced with parents and reviewed on a regular basis. Use of AT will be added where appropriate. Teachers and SENCo speak to parents on a regular basis. Will be added to SEND Information report on website.

When AT starts to become embedded into practice, then we will start introducing it to parents and carers, through the regular scheduled meetings. If additional opportunities are identified, appropriate training will be considered.

Definitely need to get better with this- Some programmes are shared with home for online learning - reading, x table, spellings for all children but not how children can be supported with learning across curriculum.

Those specific children who use AT regularly have parents invited into school to discuss and review the software they use in school and at home. This may also be discussed at parents evenings, ITP review meetings, etc.

This does not take place at present.

Only with the AT we currently have. I would like to know more about what is available so that information can be shared to staff and parents.

Recommendations are included on SEND plans and SEND plus plans.

Need to further develop our communication with parents. Parents are aware of the support that our children are receiving at school but more could be done to ensure that this extends beyond the school into the home and parents know how to support their child effectively.

Workshop in planning stage for parents and carers

Those that have laptops / reader pens ect are briefed. More formalised training will be given to parents once fully up and running with what is to come up from this course.

Discussed at review meetings for selected pupils, needs to be shared with more pupils and their families

We tell parents that we use this but haven't given them further information. Going to add to the website so it can be used at home.

We have adapted some of our curriculum for children with SEND and have spoken with parents and given them access to the programmes and the information. Developing their engagement with these will be key.

For children with specific needs/ EHCPs or those that have had a specific assistive technology assessment.

Clicker 8 is encouraged

This is effectively addressed by our SENDCo and the strength of relationship with families. Where support is available, this is communicated to parents and students who use this technology in school, e.g. our Y11 student who benefits from technology to overcome a hearing impairment.

Limited - is happening for certain children as part of review process/structured conversations

Only the children who have it mentioned on their EHCP.

This is not happening.

Some examples of this, eg virtual parents evening, supporting parents via MS Teams

Action Plan: ECL to include information for parents on AT on the school's website. Under Digital Strategy. SWI mailing list of parents sign posting parents to resources and information about AT. To be included in school newsletter.

Parents are provided with information. Not monitored.

During covid this happened a lot and doesn't happen as much now but does still happen sometimes.

Only through discussions around support plan reviews for certain children. Not consistent.

Parents and carers are briefed and informed but this would not be classed as regular. Those with additional needs would have more information provided on AT in Access Arrangements than those without SEND

Sometimes we make suggestions to parents.

Parents of the children who are using AT have been informed and demonstrated how the technology is used and how it can be used at home.

When AT is used, we do ask parents to support us with learning to touch type for example - using BBC Dance mat. Unfortunately, parents can't access the Widgit Online tool like we have at school.

Families are informed through the provision of passwords in the pupils' 'Monkey Books' at the start of the school year. Parents can access policies on school website. Opportunities are available through SEND reviews, Annual reviews and parent consultations. Throughout the year, parents are invited into school for information sharing sessions (although these are often poorly attended).

some individuals currently use immersive reader so those parents have been in discussions with staff.

How are families involved in the school developments in the use of AT, especially in terms of learners using the technology independently to support their own learning? Liaison and communication with parents regarding their children's use of AT. This is an area for development – gaining evaluative evidence from parents regarding WWW/EBI of AT. Workshops? Bulletins? As part of review meetings or Structured Conversations? Letters, disclaimers, information guides.

During lockdown, shared info on Clicker and Immersive reader with some individual parents of pupils with SEND

Software programmes and options are shared but we need to develop this further

Not yet as we are not aware of what is available.

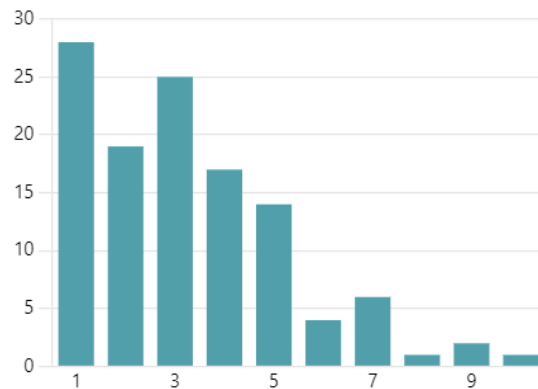
Not currently - this is definitely something that could be done. I need to determine the best platform to share this information and make sure that it is accessible to all.

Not yet

Some SEN parents

Statement 6: Explicit AT provision features in measures to support Children who are behind Age-Related Expectations particularly in language and communication skills (also Pupil Premium Cohort) WAVE 1

3.26
Average Rating



Overview

AT Test and Learn participation has definitely triggered some essential reflection and early activity in exploring AT deployment in mainstream classrooms.

What certainly emerged in discussion was the significant number of settings running out-of-date core systems, which could not exploit the recent, cloud-powered advancements in AT.

The Project Coaching Team, through group and individual coaching, did much to support those settings to contact IT providers in meaningful ways to affect the changes required. This is also reflected in some of the end-of-course feedback.

We are just beginning to think about this but all the mechanisms are in place to ensure it will be successful. Widgit just introduced to staff and already being used to good effect throughout school.

Provision maps measure quality / effectiveness of all support offered each term.

Use of iPads, Widgit- speech to text, translation, communication boards but not consistently used across school

Those children who are identified as WTS (English - across nearly all the different strands) may be put on an ITP. If targets relate, we may use AT to help them achieve it - this can also be dependent on age and the setting where work will be completed.

Not in place.

Recommendations are included on SEND plans and SEND plus plans. Children supported in class when need identified.

Not consistent across year groups

Currently we use Lexia and Nessy Fingers for direct provision.

School has recently bought a license for Clicker and this is now available across all iPads and Chromebooks in the school for all children to use. Technology has been used to support online tutoring for those behind age related expectations.

We did not feel this relevant to our context.

Some evidence of use to support with language and communication eg. for Ukranian pupils/others below ARE

All students complete baseline scenerers when they start

Although some aspects have been shared with staff it is not used regularly with explicit mentions.

More ideas on way to support children is needed.

For some children in some classes.

We are using dictate, read aloud.

It features in support plans but is not widely or extensively used many due to lack of staff awareness and experience.

This is less PP and more classroom teaching, IEP's, EHCP's. The method for identifying explicitly which students may benefit requires further development.

Children who are using AT are children who are behind ARE expectations.

I'm not sure what this means to be honest.

Discussion during termly pupil progress meetings. Intervention groups in place with Intervention timetables. Impact of Intervention document - updated termly - for children on SEND register.

Case by case with immersive reader and some iPad communication boards

How is AT assessment, implementation and evaluation blended into effective Wave 1 (universal) high quality teaching and learning? Laptop trollies, Chromebook trollies and ipad trollies are available for booking by any teacher to support aspects of learning. This is embedded into some curriculum plans but also led by the teacher once class/student need is identified. Further work needed to support subject leads in embedding AT in curriculum plans and targeted support for students behind AREs.

Individuals targeted but no measure of impact yet

Some specific AT programmes and interventions but we could make this more defined and expand upon this offer

Not yet.

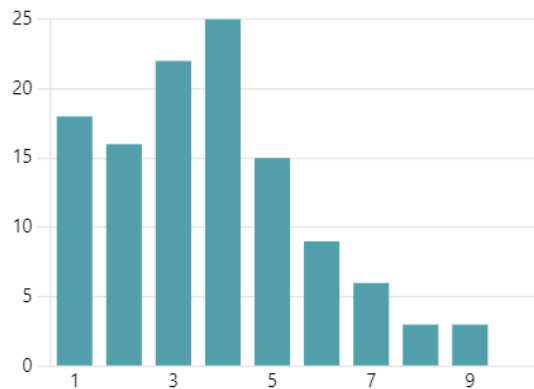
We are a well resourced school for laptops and ipads but they are not specifically utilised for WAVE 1 students. I would welcome more information/examples about how to put this in place.

We are using AT more with our Nuture group

Some interventions use AT

Statement 7: AT Provision can be clearly identified in IEPs (Individual Education plans) for Children on SEN Support and undergoing a graduated approach to meet needs
WAVE 2

3.74
Average Rating



Overview

A wide and varied response, with some schools showing significant strengths, whilst others (who were growing their awareness of AT), planning further developments.

Plans are all coproduced with parents and reviewed on a regular basis. Use of AT will be added where appropriate.

Through the use of provision maps. AT is not widely used across the school currently.

Beginning to

See above. Progress is monitored on Toolkit Progress Tracker. If AT has helped a child to achieve a target then it will be used again.

Not in place.

Some mention of AT for very specific pupils, mainly with visual impairments.

Sometimes included on ITPs but not monitored to determine impact

Coloured screens Lexia Nessy Fingers

For specific children AT is noted on APDRs and monitored by the SENCo.

As part of the audit that this has triggered, we have met with every SEND student to look at their access to technology and what they use it for. We have also solicited information on what additional technology might benefit those students. We now need to collate that information, to integrate it into the IEPs and/or ProvisionMap to ensure that this is then widely used by staff.

Some evidence of this for individual children but could be more widespread.

Adult support is currently used, but we are hoping some of this will transfer to AT

Action Plan: Create a student voice group to measure impact.

This is included in IEP's

Coming more frequent.

We are using dictate, read aloud.

For some but not all.

The AT provision is listed if present but it would only really entail the use of a word processor at present. Further development in AT is intended and investment in more innovative tools.

Not as yet

For certain children, AT is listed as part of their provision but I think this could be vastly improved. We have limited knowledge and currently only use Word, Widgit Online & talking tins/dictaphone.

Provision stated on individual pupil support plans. EHCP action plans show available provision for pupils who have an EHCP. This is not specifically linked to AT but South Tyneside has a SEND Ranges document which signposts schools to what should/can be offered or put in place. Effectiveness of support is monitored through our 'Impact of Interventions' document which is updated termly, termly assessment data, Pupil Progress meetings, parent consults, SEND reviews and Annual Reviews.

How is AT assessment, implementation and evaluation blended into existing Wave 2 SEN Support and Graduated assessment? How is effectiveness monitored? Students are issued with a laptop if recommended by EP, diagnostic

assessment, EHCP or following a review of assess/plan/do/review by school professionals. Students' progress is measured via academic outcomes in class and formal assessments and through student voice. More parent voice/engagement needed.

Some pupils using Clicker 8/ reading pens - documented on learning plans/provision maps

As above

Could be added to pupil profiles once staff are confident.

This has been done for 1 child, since taking part in this training.

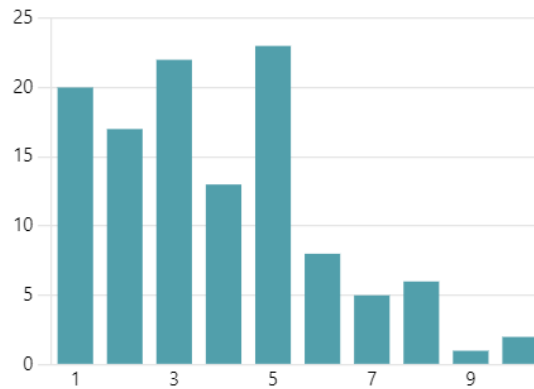
Not yet - this is definitely something that needs addressing.

Not yet

In some IEPs

Statement 8: AT Provision can be clearly identified within EHCPs WAVE 3

3.82
Average Rating



Overview

As with the previous statement, some really strong examples of practice, with others learning quickly.

In our final sessions, it was stressed that specific purchase of an AT solution could be included within EHCPs, but only if rigorously evaluated using either the SETT or HAAT framework and the evidence presented.

All our EHCP children have a SEN Support Plan which runs alongside the EHCP. Plans are all coproduced with parents and reviewed on a regular basis. Use of AT will be added where appropriate. When they start school, most of our children have no mention of AT on their EHCP, possibly due to their young age.

EHCP's occasionally reference AT that the Ed Psych thinks might be beneficial, but the SENCo can add AT if they think it will be beneficial. The AT specialists within LA teams are not widely known. Minimal discussion about AT during network meetings. Review meetings consider the effectiveness of AT within an EHCP.

Beginning to

AT is identified by outside agencies as a requirement. We then source the equipment/software and train the relevant staff (we sometimes have to rely on the LA who don't always provide). It is then monitored by teaching staff, and we hold annual reviews with the child, teacher, SENDCO and parents to discuss everyone's view on its effectiveness.

Not in place.

Some mention of some techniques that use AT but minimal. Some mention for pupils who have a VI

One child is clearly identified in his EHCP. The other children have no mention in Section F.

This is noted on some EHCPs where relevant. Staff are aware and understand the importance of using this technology to support.

The LA write EHCPs not school. However, we can comment on resourcing during an annual review.

While this isn't the case it has prompted a review of how the student with an EHCP in Y7 uses technology.

As for statement 8. To look at and identify scope for further development during annual review process this term. Try to find out more about/develop links with LA SEND AT specialists. Discussed as part of staff training on dyslexia and working memory.

We have 2 children where AT is mentioned but not outlined in Section F (support has been asked from local authority).

For specific EHCP pupils AT provision is outlined in their EHCPs.

This is not included in any plans yet

Action Plan: Create a student voice group to measure impact.

This is included in EHCP's.

Specific technology to support chil with VI has been purchased and is used daily

Not currently due to particular needs of our children with EHCPs.

EHCP's are visible to all students but further development of highlighting the key strategies is required at the setting.

Not as yet

As above

Two children with EHCPs use assistive technology to support severe sight impairment every day in every lesson. Three children do not have it built into their EHCPs.

Section F of the EHCP provides the provision that pupils get as part of their EHCP, however, this may not be specific to AT.

How is AT assessment, implementation and evaluation blended into existing Wave 3 EHCP assessment and implementation processes and practice? Please see above. How are AT specialists within LA SEND teams engaged with and animated to get the best possible EHCP provision for children? This is an area for development. How is effectiveness of AT within an EHCP monitored? Through collation of teacher feedback, student voice, assessment data (formative and summative), observations, review of student work.

On individual EHCP support plans and provision maps

As above

Only if a child has had a specific need such as needing to be able to type in Braille.

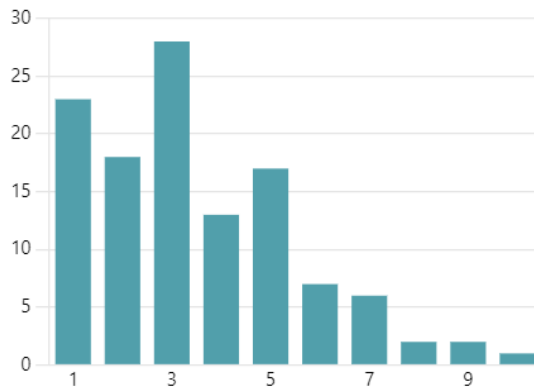
In newly written plans there is more evidence of AT provision being listed - I am just starting to see this coming though - not on all plans. It is not included in existing plans and would need to be added at annual review. I am doing this where there is a need for alternative methods for recording work e.g typing but not yet seeing the impact for pupils. I am also starting to make sure that children with EHCPs have access to a laptop for all aspects of work - starting from year 2. Previously this has been more limited to children in the older years. Hopefully the children will see the benefit sooner.

No

In some EHCPs

Statement 9: AT resources are funded through the SEND and IT budgets and are reflected in provision mapping as part of the ongoing evaluation of effectiveness

3.49
Average Rating



Overview

Some interesting models and thinking.

Yet to be decided which budget AT will come under - SEND and Computing likely. Liaison with Business Manager.

Currently AT needs to be evidence based and to have a proven track record for it to be purchased. It currently does not appear in whole school provision maps, but will be from the next academic year. effectiveness is measured by cost against the number of pupils that are benefitting from it. All AT is assessed for its evidence base.

Yes to budgets, located in core offer of provision mapping and discussed briefly in pupil progress meetings

This year (2022-23) we have bought into an SEND provision map which is still being set up.

Not in place.

No funding as of yet applied to AT

The school already has alphasmarts, laptops and ipads (one-off cost already spent) and are used by students.

SEND budget - impact not recorded

We have a very limited SEND budget but where specifics are mentioned for the children, they are provided.

Discussed with finance officer within the school. Some AT provision has been funded through IT budget such as Clicker.

SEND and IT budgets fund technologies but evaluation is missing

Where there is a need we can be confident it is being met but to more directly address this point we will need to have a look at how this is evaluated for effectiveness.

AT resourcing/funding needs to be more explicit.

All provisions are outlined and costed for our provision mapping.

Laptops and iPads are provided for specific pupils along with other AT resources.

Investment in technologies to and staffing for September 2023

May link to other curriculum links.

Use of AT is not currently evaluated.

Further clarification required to look at funding AT for access arrangement where the student does not have SEND.

Not specifically funded resources but currently using resources already within school, e.g. iPads, Alexyas, laptops etc

Widgit Online is through the SEND budget. Access to SNAP on laptops is funded through the locality board. More could be done on this area.

AT is not explicitly mentioned in plans but those children who require a laptop or reader pen, have been identified and are issued with one. The school does not have a separate budget allowance for the use of AT but will purchase the required resources where needed.

School is able to apply for top-up funding from the LA and individual provision maps are used to show how the school funds additional support for pupils. Any additional intervention that is put in place comes out of the school's inclusion budget. If a child is receiving any AT provision, then this is included as part of their support plan provision.

We are yet to add to provision mapping

Is AT development explicitly identified and funded within budget plans, or identified within individual budget streams, such as IT, SEND or Subject budgets? Individual budget streams – SEND, IT, EAL. How does AT appear in SEND provision maps? Costed annually according to whether the AT is shared or allocated to a specific student. Reviewed and evaluated through data and teacher/student voice. How is spend reviewed in terms of value-for-money and cost-effectiveness? Costed provision maps are used during annual reviews to assess effectiveness and support with requesting for more funding. Also supports in potential EHCP applications for students on SEND support. How much the students use the equipment, alongside their academic progress, helps to inform evaluation. If new AT is to be commissioned, how are decisions made? Proposals made to SLT. This usually involves research/evidence base behind the AT with case studies linked to areas of need within the school. A proposal/plan in line with the Ofsted framework (The 3 'I's) with clear measurable outcomes.

Clicker 8 / SEND laptops / reading pens funded through SEND and PP budgets

Not at present but will be moving forwards

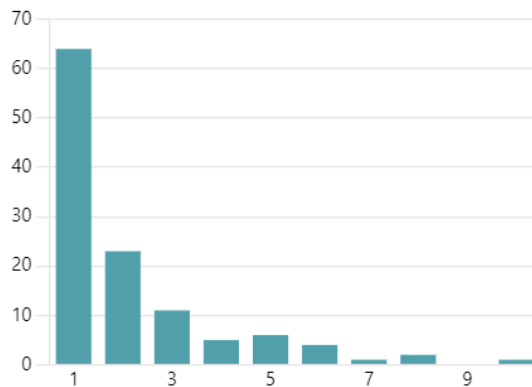
Not yet as we are at the start of our IT journey.

We are fairly well resourced but there are limits - class set of iPads/laptops and can not be signed out to use for 1:1 work. This is something I am looking at negotiating change - however I do understand that if one is in constant use and a class want to use them for a project/lesson it then makes it tricky esp if more than one is being used elsewhere. Currently almost all EHCP students from year 2 onwards have access to their own laptop where this helps them to access the curriculum.

Not yet

Statement 10: The impact of AT is reviewed and reported on annually, with case studies of effective practice shared to used to inform CPD

2.14
Average Rating



Overview

Many schools actively considering how best to do this as a result of participating in the AT Test and Learn project.

Not yet but mechanisms already in place to do this. Regular monitoring and feedback across school by SLT, subject leads and SSIP. AT will be included in SEND case studies where appropriate. SENCo/DHT will report to governors.

Provision maps review the effectiveness of all interventions. Case studies are shared with the school community if they are showing promise and these are backed up by SEND monitoring.

Not currently evidenced. It tends to be more between SENDCO and adults who teacher that specific child, and this information is then passed on to the next teacher.

Not in place.

This has not been done yet, however will be looking into getting teachers to share best practise and what is working well for specific students in terms of AT regularly. In briefings and bulletins.

No evidence

This has not happened and will be something to work towards.

Something we will add to the 2023-24 SEND Strategy.

Not yet.

No current reporting

This is not happening.

Internal CPD and looking at including this for September 2023

Action Plan: Create a review and monitoring process and schedule

Not done - case studies of SEND children with reference to AT used rather than a focus on AT.

This hasn't happened as of yet. It is going to happen.

This is not happening presently

Have only started to use AT. Have reviewed and reported to SLT on the impact both on the work the children are producing and the increase in their self confidence.

It has only gone on SEN Action Plan this year and not as a sole AT focus - from the summer it will.

Currently not in place specific to AT. Pupil Progress meetings provide staff opportunities to share successes.

We are trailing some At in school but we are yet to roll out as whole school.

How is the impact of AT reported, within SEND, IT, Subject and whole school self-evaluation systems? This is an area for development How are case studies of effective practice disseminated and used to drive whole-school improvement? This is an area for development How do teachers and support staff share their successes? Staff briefing, Drop in sessions, sharing feedback with relevant stakeholders, parents evenings

Need to add to excellence plan, get staff/pupil voice, look at impact on learning

This will be a key focus area for us

Not yet as we are at the start of our AT journey.

not yet - this will be a long term aim.

Effective practice shared and used to inform CPD but not reported on annually

What are your feelings about the next steps/first steps? Where could the quickest gains be made for the school community?

Overview

We are very grateful for the delegates who contributed to this question. A rich seam of reflective and progressive thinking.

The Project Team were delighted to see the range and breadth of “next steps”.

It confirmed that the Needs Analysis/Audit process did exactly what it was supposed to do: help school communities identify strengths, spotlight areas for development, and through shared learning, identify clearly the next steps in their AT journey.

105 Responses

Responses

Sharing of information with support staff and then whole staff training

Due to not having Microsoft 365 and a lack of funds, use of Immersive Reader on Edge for desktop machines and a version of Helperbird on iPads. Speech to text facility on iPad Notes app, using the built in Google keyboard dictation facility. Want to build in some independence for our Yr2 children.

1a The power and potential of AT is widely understood by all staff. 5 Parents and carers are regularly briefed regarding AT at home. By involving the stakeholder first, this will then enable other rapid and substantial gains to be made with the audit.

Whole staff training in assistive technology use, and the sharing of tools across the school. Individual case studies and application of tools on an individual basis.

Including more in child centred planning through targeted/personalised plans rather than teachers using. Need to encourage pupil independence. Sharing with parents. Creating case studies

Introducing the use of Immersive Reader/Helperbird to teachers/TAs. Monitoring use of Clicker 8 on 10 laptops. Purchasing a translator pen for two pupils new to the country. Liaising with computing lead.

Responses

SENDCO and Computing Lead (me) have discussed that we think it is important to begin with creating a policy about AT.

Investigate suitable Assistive technology to use with children with SEND and introduce this individually or in small groups.

I am excited to start this journey. The technology has huge potential that I am sure will support a wide scope of children and adults once embedded. I have asked for: Office Lens Google app Helperbird to be installed on the iPads and I have demonstrated Immersive Reader to the teaching staff through a short briefing.

Firstly, I would like to gain more knowledge about AT and what equipment would be benefit for our pupils (I feel like a complete beginner). Once I am confident then I will be able to share information with staff at school and liaise with parents too. I would like to trial this once confident with the pupils.

S7 - implementing into IEP so that needs are identified by the adults that know the pupils and resources/approaches can be targets towards those needs. Informing parents about approaches (however school does not provide homework so home learning + AT may not be as effective as could be in a mainstream school.) s1a - Power and availability of AT understood by all staff.

Trailing and evaluating AT for children needing literacy support.

I think we will be looking at developing overall staff confidence to use AT more readily in classroom by giving them more skill set and knowledge.

We are still researching AT that might be beneficial in our setting. We are experimenting with the AT we have already been shown and look forward to finding out more.

Need to evaluate current policies and strategies and consider how these could be developed further to include AT. Develop knowledge and skills across staff. Develop knowledge and skills across parents. Embed AT within SEND paperwork and meetings.

Want to reinstate confidence in teachers to use more AT in classrooms following INSET session - through emails, briefings and bulletin. Will be sharing links to helpful videos provided in sessions and exploring specific options for specific students. Want to get the workshop for parents planned and delivered 1 for families with EAL to be included in school community to access letters and newsletters, for example, and 2 for all families to be able to help students continue learning over the big summer holidays.

Writing into policy. Exploring more options - problem solving specific problems for students.

AT Champion is the SENDCO and is a member of SLT. Staff meeting on 19.04.23 has been reserved for SENDCO to share AT overview with staff. SEND Local offer is due for review and so AT will be discussed with parents/carers and the local offer will be updated. AT will be considered during all future SEND reviews.

Responses

Looking into free resources that can be used on ipads, mini laptops that classes have access to. Prioritise AT for those children who would benefit the most.

We have a long way to go Refreshing Staff through staff meetings/Inset on some simple sites/apps that can be used.

Ensuring all stakeholders - teachers/TAs/governors/parents have a good understanding of how to use in class, at home but also in their subject by training TAs, sharing best practice with governors in next meeting and updating website and promoting through the newsletter.

Informing Teaching Assistants of the AT that we currently have in school and asking them to support and guide SEN students to that AT.

I am hoping through the course to gain better knowledge of AT so it can be planned out for interventions and shared with other practioners so it becomes part of school practice.

The quickest gains could be made by ensuring the learning is accessible to all through the use of AT, rather than through the use of manpower.

Completion of the audit has initiated numerous conversations on how we can move forward. Support will be gratefully received on how we can improve on some of the scores. Quick gains will be made by including AT in policies that are due to be updated by SENCo. This can then be filtered down to staff. Wider inclusion of AT in planning and APDR documents to be implemented and encouraged by SENCo.

there are some clearly identifiable first steps to be considered. When term commences, I will speak with the AHT in charge of IT development at the school.

The use of AT to support pupils is very limited. Sometimes children may use a laptop to word process (if they struggle with handwriting) or might use a laptop/tablet to practise a skill such as times tables or spelling. The full potential of AT to support pupils with SEND has not yet been realised and my hope is that participation in this course will help us to improve our practice around the use of technology to support pupils' learning.

Statement 6: currently AT is generally used more for SEND pupil or those with specific needs; need to make this more universal/wave 1 provision. Statement 9: AT effectiveness evaluated through provision mapping Statement 10: Impact of AT reviewed and monitored to inform CDP Also would like to do more support for parents with AT

AT referred to in SEND policy. Systems in place to provide regular CPD for staff to share AT provision in order to improve consistency.

First steps will be a rigorous audit of our current AT provision and to look to see where some of the AT recommended might fit into our profile of student needs.

Responses

Lots of relatively simple initial steps to raise profile of AT e.g. in policies/job descriptions/IEPs/incorporation into SDP/discussion at governors. Discussions so far have been disseminated to staff. Next step to discuss further with SLT. Plans to share information with parents via bullet-in/website. Starting a small group with some year 5 chn to develop their independence in using AT to support their learning.

This training course and exposure to the potential

Quickest gains have been the different features on programmes we already have (how to make word more accessible).

We are just at the beginning of the journey to involve all staff and improve their knowledge. Work is ongoing in SEND faculty to support students with additional needs especially those with SpLD.

I feel that AT is not widely understood by staff or SLT. SLT need to fully understand what AT can offer to the wider school community so they can support me in putting in place some quick gains e.g. Immersive Reader.

Since starting the course, we have been testing out some assistive technology in KS1 and KS2. We have now booked in a staff meeting where we will show staff how to use immersive reader and what the benefits of this are. We will also share practice of using voice recordings and text to speech technology to support pupils, both SEN and generally.

this needs to be addressed at policy level to ensure that the full extent of AT can be consistently embedded across the school and throughout faculties.

Some devices for students where some of the software is readily available and can be managed by our new ICT provider

Helperbird to be installed on Chromebooks I am liaising with School Digital Strategy Leader to regarding information learnt on the AT Programme - he sends out a Wireless Wednesday briefing so some of the AT is being communicated through that

We are very much at the start of our assistive tech journey and I am concerned about any changes being made quickly due to only having a half day a week tech support and trying to change things on whole class systems and old Ipads seems to be a very challenging task!

Training for all staff - short 10 min briefing from AT champion SENCO to develop AT provision for IEP's alongside staff

I am keen to do a staff meeting about AT. I would like to meet with the new Headteacher after finishing the training to see how we can embed it in school.

Me, as SENCO, finding suitable AT for our learners and then sharing this with staff so they can support pupils.

Responses

Understanding the different AT available and how to use it - then as staff, we can train parents/staff in school to use it more effectively.

Greater sharing of available resources and how they can be used without adding to workload. Ensure that any AT currently used is explicitly mentioned and referred to on current plans.

First steps for our school would have to be getting the staff aware of AT and its benefits. It is not talked about enough and lots of staff are unaware of it completely.

Understanding as a school Assistive technology is already available and not additional work/cost

We are at that the beginning of our journey using AT. Staff need to be more aware and confident in using it in schools first then this knowledge can be filtered to children and parents.

We could add more details into the policies, increase staff awareness which in turn will hopefully begin to be the first change in attitude, make it a part of IEP meetings.

Sharing ways to use AT that can be used across all classrooms

I feel really positive about moving forward and using AT to support and make a difference to children with Additional Needs

We now need to ensure that our use of AT is listed in our policies and local offer.

Introducing a few examples of AT that are simple and can be taught to the children easily that would support English skills.

The next steps for our school is to invest in more devices to enable assistive technology to be embedded and accessible to more pupils across the school. Whole staff training also needs to be done to showcase the possibilities of AT when support children with additional needs. I also think parental awareness is another vital next step to get them on board with supporting their children at home.

Link to the home and wider community. AT use outside of school.

Developing the use of the word processor to include more innovative and effective programmes. I would like to see speech to text and reader pens as a normal way of working for more students in the classroom

The addition of AT to our IEPs would be beneficial to ensure staff consider using it within the classroom. Training for staff on how to use it and the benefits has taken place but needs to be revisited more often and linking AT to IEP targets should help ensure this takes place.

Colleague training on AT already in school Compile a catalogue of AT already in school/ Brief introduction and share with all colleagues

Responses

Staff meeting time planned to share the gains that can be made using AT.

The first steps for our school are to identify a AT lead, development plan and start raising awareness within the school.

Helperbird on ipads

Teachers to use tech in their lessons more in general which will then allow for SEN children to access AT more often.

I have concerns about how quickly we can implement AT into school due to the restrictions we have on our systems from our external provider. I feel that I could look at the policy sections more easily currently and use this to inform next steps when these can be implemented.

Sit with the computing lead, create an audit on ATT Plan future training on ATT (e.g. inset day)
Evaluation on ATT is being used post training day

- Develop the role of the AT Champion who will be supported by the SEND team and the Network Manager
- Have a greater understanding on the types of AT available and how that can support not only the needs of certain children in school but also when it is used as a whole class approach to support learning
- Develop confidence amongst staff, children and parents on the use of AT

CPD on assistive technology - with resources that staff can refer back to.

More consistent use of AT and evidence of impact Greater awareness of potential of AT amongst all staff Embedded in key strands of school improvement plan Develop the use of AT to support parents

Laptops

We have good support from the school leadership team and the governing body to promote and improve AT in our setting

To explore Assistive Technology within WORD to support reading and writing skills.

Engage with computing lead and LA Open Zone. Ensure SLT are involved. Look at creative solutions for funding. Put action plan in place.

We need to do an audit of the best use AT for our school and then training and then CPD.

Urgent need to liaise with IT coordinator and ensure that we have updated hardware in school - PTFA funding? Ensure children have their own online log ins to immersive reader for example. Model use of AT in my own classroom and disseminate successes. Ensure staff across the school are using apps such as Bookcreator, voice dictation, and introduce Dolphin Easy Reader to link up with Bookshare.

Responses

I want to introduce some programs and AT resources for people to try and experiment with.

To build on the IT systems within school and the easily accessible tools such as those found in the latest word programme.

• 1c: AT Expectations and development plans appear in Subject and Faculty Policy and Planning Documents Outcome: For all faculties to refer to AT in faculty policies and long-term plans. AT Policy to be developed. • 5: Parents and carers are regularly briefed regarding AT at home, especially in the case of children with Additional Needs Outcome: For there to be regular (half-termly) communication with parents regarding their child's use of AT, involving progress and difficulties. To provide parents with advice and guidance on the use of AT at home. AT 'top tips' on the school website. • 10: The impact of AT is reviewed and reported on annually, with case studies of effective practice shared to inform CPD Outcome: For there to be an evaluation framework through which the effectiveness of AT can be effectively and holistically reviewed. To identify areas of priority for next academic year and share successes with staff and parents. Creative Solutions: • Use of AT training sessions to upskill AT champion/SENDCo. Use of knowledge to create a skeleton AT development plan and policy. Training for Inclusion staff in the first instance to facilitate the use of AT in classrooms through LSA support. • Review of progress (May half term) prior to wider whole staff training on INSET days to upskill staff • Provision of 'drop in sessions' for staff to continue to develop knowledge • Observations and learning walks with an AT focus • Collect successes and 'bright spots' across the school to highlight best practice. • Review AT development plan and policy ready for September 2023. Way forward: Milestones: training for Inclusion staff, training for all staff, AT development plan and policy finalized, collect and share best practice Barriers: time constraints, staff capacity to engage in training How to get around them: Record training sessions so they can be viewed at a different time, offer 'top tip' quick guides for different aspects of AT – easy and efficient to use Enroll and engage: SLT, Inclusion leadership team, classroom teachers, parents, students.

Embedding existing provision - making sure staff are confident to deliver and pupils are confident to use - Clicker 8, Immersive reader, Helperbird, reading pens. Focus on two Ukrainian pupils and pupils with SEND needing support with writing.

AT survey across trust and then developing a CPD branch to introduce this starting with immersive reader as a 'quick win'

Training could be given on accessibility features on Chromebooks. Children could then be identified and test programmes could be created to identify progress and support staff and children in learning about the features.

Feeling slightly overwhelmed at what we are not doing but excited about being able to support parents, pupils and staff to use AT.

Sharing some of the adaptive technology features of tech that we already have in school (but are currently not utilising). I pads - google lens laptops - immersive reader

Sharing and implementing quick wins and free resources Consider AT at policy stage

Responses

Identifying the AT to be used, getting more people on board and embedding it within the school.

- sharing the benefits of AT, that we already have in school.

Introducing the topic of AT to middle leaders & other teachers (INSET planned 16th May)
Securing access to Immersive Reader (ongoing with IT support team) Ensuring laptops/PCs in classes are in good working order and accessible to children

I think introducing the concept of assistive technology to staff would be the first step, that way they know some of the free tools available

Allocating and ring fencing time for staff to develop confidence and understanding of AT

Additional time to train staff on how to support students using AT, and improving parental understanding of how AT can support students.

The course has been really inspiring. I think the quickest gains will be on using assistive technology with our poorer readers in school (both with and without a diagnosis).

I need to increase my knowledge and understanding of the inbuilt features of some of the technology we already have in school. Once we are exploiting what we already have more effectively, I will look to expand what we use.

We are focusing on prioritising our next steps regarding Assistive Technology (AT) to ensure that we commence next September from a strong position, allowing us to further integrate AT with our staff, children, parents, and the wider community.

I feel we have come a long way in a year but still have a long way to go. The main thing we need to do is add AT explicitly in all our policies. I think another CPD session at the beginning of the year would be a good idea. I will also train up my pupil techies to be Immersive Reader experts so they can support within their own classes.

An investment of new hardware, including headphones, to assist with the roll-out of more laptops for AT use within classrooms. Training has been given to the AT that we have in school to the SEND Team and also shared with the English Department. How To Guides were attached to the weekly Staff Bulletin.

We need better WIFI through out the whole school

Champion for Technology Training for staff Understanding Where staff knowledge is

Complete the audit as a whole school with all stakeholders Put a plan in place to embed this over a period of time (2 years?)

Responses

Logistics- how to manage the distribution of laptops in main school. Currently this is done by the SEN team, but we need additional support.

introducing office 365 and the use of immersive reader

At policy ready for September, starting a new school year with a new outlook. Training staff on INSET who are new to the school.

Additional training for TAs to be able to go into classes and support teachers. Also whole school cod

Our IT department have been a fantastic support in ensuring that our tech is updated with the resources required for our initial delve into AT. We have incorporated some targets into our school development plan. Staff training is due to take place in early September with the support rolled out to some pupils immediately thereafter. The impact of this support will be reviewed at least termly.

Using immersive reader for children with dyslexia. Also thinking about more speech to text software to enable some children to have greater access to recording their work.

Sharing AT understanding with the wider school community in the Autumn term

Educating all staff to facilitate AT use. Action plan in place moving forward. Demonstrations during SEN reviews so that tech can be used at home as well as in school.

Attending the AT course has helped me increase my knowledge and what my next steps are. I have a clear action plan which I would like to implement after the summer holidays. The limitations for me will be time. The quickest gains would be delivering training to both teachers and teaching assistants and begin by selecting one child per class to try AT and monitor how that is.

Finally, any thoughts, observations or suggestions you would like to share with the Project Delivery Team? It may be about the training, the quick win achievements you have been able to engineer, unanticipated barriers, extra follow-up workshops you may like... anything!

54 Responses

Responses

Early stage to be answering this question but currently, time is a bit of an issue as I research and then spend time trying to teach myself the software and get to grips with it's potential. Budget is a big constraint and we have to run everything past our LA AVA, but we'll get there. As much information as possible on what is available is helpful (I don't know what I don't know) and any actual workshops on how to get the most from a piece of software/hardware would be great.

We are just on the start of our journey. I intend to train staff on immersive reader next week and hopefully action many more of these points.

Please provide as many examples of effective AT as possible, because it is still little known to many of us.

Within schools there can be members of staff who only know the technology they need to use and are reluctant users of technology they have not yet experienced.

Lots more examples of AT out there - so much available just hard to know what works.

Really excited to be part of the project!

I believe we should look at ways of recording in an alternative way that meets our pupils' needs and I am committed in doing so however I think funding will play a big part in accessing AT equipment. I would like to use AT especially for our children that are significantly behind age related expectation and would like to become more confident in what is available.

Thank you for choosing us to be part of the program.

We are at the beginning of our journey. We see the potential benefits and are excited about utilising these in our school.

Students have responded exceptionally well to immersive reader.

I feel that I may be the wrong person attending the training as everything I learn I will have to go to Senior Leadership with, but have no influence over my recommendations.

Responses

Time! I do wish there was more actual sharing and experimenting of the AT together rather than going away after the 1 hour online as through discussion you learn more I fell.

The SEND coordinator was not available when completing this survey (long term illness) so I have had to work with SEN TA's to find the answers to several questions.

Some of the delivery has been focused on some 'quick win' free software. A lot of it has not been relevant to our students and their needs. We would particularly benefit from a student centred approach, i.e. 'here are some common challenges for students... piece of AT x might be of use because...' so it is more directly matched to student needs to help us to visualise how we might make greater use of some of the tools that have been flagged up.

Thanks so much for all of the useful information. Immersive reader feels like a very quick win. Some barriers regarding age of our equipment so discussions in place with Friends/PTA about raising more for new devices.

I was nervous about doing this course but the team have been very supportive and explanations have been very clear.

We would love some more information on apps that are available (for free if possible) that we could download and other free software that would be beneficial.

there is good sharing of good practice and ideas which allows for better evaluation of tools and strategies before the implementation of them.

N/A

As a school we have the will, it is about being able to keep up with and find out about what is out there - keep sending the information and the webinars, it is eye opening!!

I feel we are at the starting point of this journey and I am hoping the training will give us the correct tools/skills for us to develop this further in our own setting.

The training has been really useful. Thank you! I am implementing and sharing what I have learnt from the last two sessions with staff.

So far the training has been helpful and has inspired me to know how to begin to implement AT in the school.

I am very much at the beginning of our AT journey so each session is very valuable in moving us along with this! Thank you

An unexpected barrier has been children being less confident using laptops to support themselves during lessons. They are much more confident with iPads and this is something as a school we are going to invest in.

Responses

I look forward to finding out about other possible AT resources out there. We use very different ones at our SEN school which most teachers have experience, knowledge and some use of. As a school, provisions appear affective. I look forward to hearing of more AT options.

Really keen to tighten up my knowledge of access arrangements and technology which is allowed to be used? How can we make some of this technology a normal way of working in the classroom Many thanks for all of your sessions so far!!!

I enjoyed being able to go away and share with staff about Word and the quick win changes that can be made to change the colour of the screen etc however, we have a challenge with not having the correct Word (ours is slightly older) and also, we don't have set laptops for children so it is a bit of a faff to set up for individuals. I'm also not clear on whether the settings can be applied to the screen to actually type on a blank word doc or whether you can only apply the features when reading the text.

If possible it would be nice to just have a list of any ATT that is discussed Thanks for all the input so far

It would be good to be able to refer to some case studies from previous years

I would like more time in the sessions to be focused on introducing and training on specific examples of AT. So far these have mostly arisen as and when they have occurred during the discussions.

I would really have liked to see more of the AT tools in action as I find it very difficult to do my own research after each session. I always make notes of tools to look at during each session but rarely have time to try them.

In the two sessions that I have attended so far, my eyes have been opened to the possibilities of AT and I have a better awareness of what this actually means and how it can support children going forward. I look forward to the next three sessions. Thank you.

We would like a list of AT available for primary and secondary schools.

I am finding this hugely useful and is showing how important it all is.

I find the style of training session (group, break out rooms, feedback) very helpful to share a range of ideas and experiences. The style of delivery is accessible, thought provoking and I find it empowering. I have been able to share 'quick wins' with the staff at school after each session, for example the immersive reader tool on Microsoft Word. Thank you!

Would be great to run a trust wide follow on workshop or a 'launch workshop' to show evidence based gains with AT Thank you :-)

We are very excited as a school to start using AT more and have already found the training to be useful.

Responses

The biggest barrier is time - I have so many ideas that I would like to implement in school but my role has changed significantly since Jan I have struggled to implement them. I need to empower teachers/TAs to using Tech across the school - I think that this will have the biggest impact on improving AT across the school.

I feel that we at the exploring stage - as I work across the trust I want to monitor how consistently AT is used.

It's been a really useful course so far - thankyou!

The training has been great. I know that your hands are tied legally but it would be great to share a wider variety of different apps/resources - video case studies etc.

This has been a really though provoking exercise, thank you

This experience has provided us with invaluable insights into Assistive Technology (AT) and its potential impact on the future of education.

I found this course really useful and will continue working on what we have started. Can you still send us training sessions? Although I was not able to attend these as they were in teaching hours, the recordings were really useful.

Due to very tight budget constraints, additional purchase of any further AT would appear unlikely. Therefore, we are making the best use of the free built-in AT that we can by sharing knowledge with staff colleagues.

This is an opportunity to give more school access to AT and to raise the awareness.

Planned follow up, maybe termly, would help to keep the momentum going for me. It is easy for the AT work to be sidelined by more pressing operational activities. Knowing that there will be a meeting helps me to prioritise and keep it moving forward.

Thank you we have had many quick wins - which have allowed for a reshape of how we use AT.

It has been difficult to implement plans due to OFSTED and our head leaving at end of year. Hopefully the school will move forward next year

I found the training informative. I would like to learn about other tools that could be implemented other than Immersive Reader.

Thank you for all your support and encouragement. It has been lovely to be part of the project and I hope that I am able to really move things forward in the next academic year, having time to think and reflect over the summer.

Fantastic training! Positive and driven. Barriers for me were the day to day demands of my role but this is no fault of the project team! Break out rooms worked really well. Great communication from

Responses

the team. Please be in touch with any further training as this will be of benefit to the whole school team moving forward now that this is firmly on our SIP for next academic year. Thank you to all involved.

Thank you.

END OF PROGRAMME “WHERE ARE YOU NOW?” RESPONSES

By 17.07.2023 there were 63 completed responses. More were anticipated in the last days of term (deadline end of July).

Delegates were asked:

“On behalf of the AT Coaches, Microlink and nasen, we wish to thank you for participating on a wonderful learning journey. We would now like to hear about your progress, and reward participating schools for their achievements.

Criteria for getting an AT project badge

Refer to your completed Needs Analysis, and consider any progress you have made:

EXPLORER The majority of your self-rated scores are in the 0-3 zone. That's OK! You still get the award!!!

INNOVATOR At least half of your scores are in the 4-6 zone, or higher

TRANSFORMER All self-rated scores are 4 or higher. At least **half your scores are 7 or higher**. We would expect a short statement to justify a score of 7 or above in the narrative, and someone from the Project Team will contact you to set up a short online meeting to verify this rating, based on your Needs Analysis.

Please complete the Case Study narrative, and answer a few simple questions.

THANK YOU!

The Project Delivery Team

4. What level of Award are you requesting?

[More Details](#)

● EXPLORER	38
● INNOVATOR	20
● TRANSFORMER	5



Please describe your school's AT improvement journey through the submission of a short online Case Study on AT rollout and impact at a personal, school and/or learner level.

If you have video or images (and we would love this!), please send to education@microlinkpc.com clearly identifying your school name. THANK YOU!

Where the name of a school is visible, the school has given full permission

63 Responses

Responses

Strategic Planning- Special School

As a special school I felt really passionate about improving the way we enable our children to access the curriculum to their own ability and I felt that Assistive Technology was a really important way to do this, especially with the way the world is developing. In addition to this the needs of our children are getting greater and we now have pre-verbal pupils accessing a semi-formal curriculum and we needed to adapt and evolve to meet their needs. As a school, we are currently in a year of huge change including a change of designation (due to changing need), change of curriculum, change of age range and more. Therefore, we have started to bring in some small bits of AT that were essential to start now but have developed a launch program to launch an AT focus from September. Brining in AT will be a huge shift of mindset for many of our staff which was one of the changes needed, so the launch process has been well thought out with a cumulative build up over the year. We will have a designated AT lead who is also one of

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our Deputy SENDCO's, I have been training her as we have been going along. Already we have downloaded all of the apps and programs that we will need and designated a budget for next year for AT resources. The launch will begin with showing the staff how already some AT across the school has enabled our pupils to communicate, moving onto a whole morning of test and play sessions. All of these programs and apps will be demoed by myself and the AT lead and there will be opportunities to try and ask questions from staff. We have built AT already into policies and will present these to staff to collaborate on. By the end of next year each pupil that needs AT to access learning or communication will have this listed in their EHCP through their annual review process next year. This will also be for any year 9 and above put forward as their access arrangements for their upcoming exams. I feel really passionate about using technology to enable our pupils and change the mind set of practitioners. We have already seen the impact of this on one pupil who had no way of communicating. PECs, objects of reference and more were tried and nothing worked but we brought in technology (AAC) and he is now able to communicate his need, meaning he is using the toilet independently now as well. This is the story I will use as a hook for staff when we start to roll this out.

Primary-Secondary Transition

At the start of this journey we did not use AT in our school. I did not know much about it myself and therefore unable to get other staff members on board. This year we have a child who is struggling with reading at the same level as his peers. **So I am now in the process of giving him his own Chromebook with AT installed onto it that matched the AT that is used at the Secondary School that he will attend.** We are hoping that this is going to make a big difference in his time in Year 6.

Speech to Text SEN Groups

Since starting this journey, we have implemented the use of Speech to Text across our KS2 classrooms. All teaching staff were trained on the benefits of this technology and the implications on provision were also discussed. As a result of this, all SEN groups across KS2 now have access to Speech to Text and this is having a **positive impact on the writing outcomes for these children.**

Overcoming technical barriers

Here at St Paul's we started our assistive technology journey very much at the beginner's level of both knowledge and resources. We were keen to learn what was out there as we had all read or seen case studies where AT had benefitted SEN children but we were unaware of how to access this technology and whether the cost would mean it was not possible for us to explore it at this time. During the first session it quickly

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become apparent that there were lots of free resources we could utilise, apps or technology that was easy to use, simple to explain and would provide quite a difference in the classroom for some of our learners. The first application I wanted to explore was the immersive reading software. It was easy to see who this could aid both Sen and EAL learners quickly and easily in the classroom and could also free up teachers time for resource planning. My first barrier was that our school did not have the most up to date windows version which provided immersive reader so I had to liaise quite closely with our IT support to find a way to overcome this obstacle. He managed to ensure all teacher now have a log in to Microsoft 365 to be able to utilise this technology and we are at the point now where teachers are explore its use and thinking about how they could roll it out for children in their class. It is frustrating that our tech here at school does not match up with what is available out there and that is something we continue to work on, for example our IPad are all now reaching the end of their lives at the same time! I was particularly excited to hear how colleagues in secondary school are progressing with the use of AT, it was fascinating to learn about what be available for our students by the time they reach secondary school age

Using the Needs Analysis: first steps

I started this course for my own personal CPD in regards to awareness of AT. I had known apps and had a list of suggests tools however was not confident in my own technical ability to use any of these with the Students in my school. Completing the needs analysis at the start of the course really helped me identify we were not strong on our approach, that students and staff needed training and practice use practice to have more confidence to support the students. We needed a more whole school approach and SLT awareness. The first approach was to share my learning after each session with the school LSA'S to help support them to share this information and guide the students step by step to use the add on's. I then completed a student voice to check there understanding and awareness and ensure they were using all the tools available to them, This helped me ensure the training had been effective. **I had one confident LSA share with all students and one confident student help and support others in their class.** Fantastic to see. I also linked into the IT department as there needed to be a few updates and agreed with them they would ensure all computers/laptops within the school had these systems on and working. The course has helped me to ensure AT is a focus I have included AT in SEN support plans and end of term reviews with parents signposting them to technologies they can use at home to help support their children. I have also agreed with SLT that as a whole school approach to better use of AT I will provide some Staff CPD sessions and guidance and ensure when included on our included register additional support to teacher will be provided.

Using the Needs Analysis: first steps

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Assisted Technology Case Study - Purley Oaks Primary School Our Assisted Technology project is making steady progress. Our school is gradually introducing technology within their lesson plans for SEND and EAL children to ensure this becomes the norm for all lessons. The steady progress we are making is encouraging for the future. We are continually developing our assistive technology project. We found the NEEDS ANALYSIS very helpful, although daunting to begin with. We needed help understanding the term 'Assisted Technology' at the beginning of this course. We soon realised that we have been using many programs and applications within our environment. The NEEDS ANALYSIS helped us identify our weaknesses and gave us a plan of action to continue to use and monitor. Although we face some challenges, including a lack of resources, teachers not having the time to include it in their planning and the knowledge of the technology available, particularly in data collection, we are trying to overcome this by slowly showing staff the available resources so they are not overwhelmed; this is done with easy-to-follow instructions sent out via email so staff can read in their own time.

Our next steps are to find champions of Assistive Technology, probably Teaching assistants, as the children who begin the program will already have a good relationship with these children. Once these children know the apps and programs well, we will partner with other children. They can then show a partner how to use it, helping their communication and self-confidence also. The teachers can then see how effective these programs are and then include it in their planning. Overall, our school is in a good position with the technology we already use. In the future, tracking the progress will need to be forefront to see the advantages of Assisted Technology.

Impact in school with rising numbers of EAL Students, embedding AT into EHCPs, and Strategic Planning

On a personal level I joined the AT programme to drive forward skill and knowledge development of AT in school. We have used a number of online programmes at universal level such as TT rock stars, Number bots and spelling shed for a number of years. I then introduced a number of ATs over the past couple of years to support teaching staff such as visualisers, Immersive Reader, Widgit and translate tools. This was imperative with our rapidly expanding school. It has grown by 180 children in a year and from 30% to 50% EAL. Although staff had received training in the use., it has only been since I have undertaken the AT programme that through further staff training on AT and UDL, writing AT into our school objectives, is it becoming embedded at school level. In a recent peer review from the Inclusion Leadership programme. The review findings praised the consistent use of Widgit, translate and Immersive Reader across the school, used by teachers and elective use by learners from Nursery to Year 6.

Since taking part in the programme, some pupils are now becoming independent at accessing their own 365 accounts in school and at home and teachers are receptive to

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children using for example speech to text and text to speech to support children across the curriculum at all levels. **We use Language through colour as a scaffold across the curriculum from Nursery to Year 6, using it through AT- Widgit, Immersive Reader and now Clicker are invaluable for support and flexibility.** As Inclusion Lead and SENCo, I work strategically with curriculum leads. We are now building AT into our universal curriculum plans for next academic year and budget bids, as common blocks to AT use are issues with internet and poorly working hardware. The trust recognise this needs to be prioritised over the next couple of years.

In the latest round of EHCP annual reviews this term, I have promoted use of AT with specialist teachers, parents, and pupils. When reviewing personalised plans teachers are now required to consider AT tools and explore purposeful use with pupils and their families and where appropriate add AT strategies into their plans. Built into our staff meetings we have a best practice slot and staff share use of AT and coach other staff members. Support staff skills audit highlighted the skill set of our younger staff and they have taken on leadership roles in upskilling support staff and modelling and scaffolding with pupils.

I have also been working with outside professionals- Educational psychologists, Speech therapists, other schools in the trust and in our Inclusion leadership group to share AT successes and to see practice first hand so we can make informed decisions about introducing new technology. Inclusion team staff each have responsibility for an area of AT- our cognition and learning SENCo is trialling Sir Linkalot to accelerate reading with a group of pupils who have not made adequate progress. Our Speech and language HLTA is trialling Pecs iv, moving from a board system of PECS with non-verbal pupils to a system using the iPad. Our EAL HLTA is sharing AT with parents to support their learning and that of our pupils. Our digital leads have been working with her create communication points around the school using QR codes which translate on phones to the language the phone is set to. We have worked closely with Canterbury Christchurch teaching students on a digital storytelling project in Year 5. Students came in and taught pupils how to use Purple Mash. Pupils then wrote personal stories- e.g being a Young Carer, My journey to the UK as a refugee, remembering mum and then animated them using purple mash or narrated PPTs. Whilst we have come a long way in a relatively short time, with the majority of staff on board and all pupils keen to use AT, our reality is ensuring we don't overload staff and pupils and continue to build AT into our plan do review cycle to monitor and evaluate effectiveness

Dyslexia- Impact of AT on Pupil Progress – Peer to peer support

Errington Primary AT Journey Case Study I was asked to attend the AT course by our SENCO as she felt my technical experience as Computing Subject Lead might help. When I started on our journey, we knew very little about Assistive Technology. I thought

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assistive technology was expensive and aimed only at those with SEND. The first session, where we learnt about Immersive Reader, was a real WOW moment for me. This was something that cost nothing that could be used with children with a variety of SEND needs, and those without, to enhance their learning experiences. I started by trialling Immersive Reader with two SEND children who both had dyslexic tendencies (one child was on a SEND Support Plus plan and the other has an ISP). I also demonstrated Immersive Reader to the children's parents at Consultation Evening and showed them how to download office from their child's Office 365 account. The children enjoyed using the many features such as changing background colours, spacing text, splitting text into syllables, line focus and read aloud. **Both children commented on how much easier it was to read what they had written, and their writing improved significantly over the following months.** The next step was to roll it out to other children in the class. I demonstrated Immersive Reader to the whole class and the children who had trialled it became 'Immersive Reader champions' supporting the other children when needed. I had arranged to have our IT Support add the Immersive Reader add-on to Google Chrome so the children were also able to use Immersive Reader when researching using google. I was surprised how many children would automatically use Immersive Reader to support their learning. The next part of the Immersive Reader journey was to roll this out across the school.

In order to do this, I ran a staff training session for all teachers and HLTAs in school. The staff had a similar reaction to one I had. Although all teachers used word, none of them had used Immersive Reader. They were all impressed with the features and could immediately see how it could be used to support the children in their classes. Since the training staff have been using Immersive Reader with their classes. AT is now integrated into their EHCP, SSP+, SSP and ISPs ready for their new classes. In the new school year, I intend to start with another staff meeting to remind staff of the wonders of Immersive Reader. This will also put AT to the front of their minds when they come to review the SEND plans for the children in their new class. **I will also train my pupil 'techies' to be Immersive Reader champions so that they can support other children in the class when they are using it.**

Within our journey of assistive technology use within school, we have implemented many strategies and resources on a whole school level. To support our assessment of school needs, we have had a staff meeting on assistive technology where staff were shown and then given time to trial Helperbird and Immersive reader and they were able to then form a case study on a pupil that they would implement this for. Staff were able to transform provision and support for pupils using this software and happily shared with us some of their successes (attached). From here, staff perceptions and viewpoints of assistive technology have changed and staff are more willing to try and apply this to

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their quality first teaching. This means that standards have been raised through this knowledge and staff are now sharing good practice of when they have used assistive technology for pupils within their class during our 'reviews' within staff meetings where we focus on any case studies or success stories. As a whole school, we have now changed the school planning policy to include assistive technology and have included assistive technology within SEN Support plans/whole school provision maps which staff are now implementing successfully. As a next step, we are hoping to continue to share our good practice in staff meetings through termly reviews/updates, add assistive technology to our policy's and also hold a parent meeting on assistive technology and how this could also be used at home to raise standards.

Assessment of School Needs Identified from the needs analysis that we haven't done this yet: Embed AT into job descriptions, planning documents, computing and SEND policies, and the SEF. Brief parents/carers about the use of AT at home. Review the impact of AT and report on it annually with case studies of effective practice shared and used to inform CPD. There is some evidence of practice: Explicit AT provision features in measures to support children who are behind ARE – documented on learning plans The power and potential of AT is widely understood by all staff - staff had some CPD in Clicker 8/Immersive Reader/Helperbird, supporting individuals to use Clicker 8 AT developments and evaluation are overseen by a member of the Senior Leadership Team - SENCo AT provision can be clearly identified in IEPs for children on SEND Support and undergoing a graduated approach to meet needs - some pupils using Clicker 8 / reading pen – documented on IEP AT provision can be clearly identified within EHCPs – on individual EHCP support plans/provision maps AT resources are funded through the SEND and IT budgets and are reflected in provision mapping as part of the ongoing evaluation of effectiveness – SEND budget used to purchase Clicker 8/reading pens/laptops/microphones Identified Change Needed SENCo work with Computing lead to implement change Put on SEND excellence plan/SEF Add to job description Embed in computing and SEND policies Evaluate and measure impact RAG on excellence plan and provision map Get staff / pupil / parent voice Look at impact on learning Plan to Affect Change GOALS: What are the chosen key areas of AT to develop? Improve AT provision for pupils with SEND/EAL who would benefit and measure impact. Ensure staff confident to use. REALITY CHECK: What are your strengths in terms of AT use and application? Already use SEND budget to fund AT - Clicker 8 with 10 licences, 10 laptops and 10 microphones given to individuals with SEND / reading pens for pupil with dyslexia and two EAL pupils – mainly using to support in project lessons / gave a pupil in yr6 with dyslexia a laptop and showed him how to use immersive reader - using for extended pieces of writing and project lessons / gave a pupil in yr3 a lower case keyboard to use with her laptop as she was struggling with the uppercase letters. Helperbird installed on all Chromebooks Whole staff CPD on using immersive reader and Helperbird, CPD for individual/groups of staff on Clicker 8, training on reading pens given by company to staff working with those children Focus on some individuals with

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SEND/EAL – documented on IEPs What are the barriers or blockers to making improvements? Time, lack of knowledge to implement e.g. Chromebooks, reliance on IT provider OPTIONS: Explore possibilities and creative solutions. What different routes can you take on your improvement journey? Which routes are worth considering? Focus on individuals with SEND/EAL – use teachers/TAs to support Liaise with computing lead/SLT Monitor use of AT on Chromebooks for all WAY FORWARD: What will be your improvement milestones? Teachers and TAs feeling confident to use AT in the classroom – CPD More teachers and TAs implementing use of AT into daily practice and quality first teaching - follow up monitoring and support focussing on use of Clicker 8, Helperbird, Immersive Reader Gather pupil voice about how they feel about using AT – how does it support them? Any barriers? Use of AT evident on IEPs. Impact of using AT evident – pupils able to access lessons better and making progress. Parent workshop to teach them how to use AT with computing lead. Add AT into SEND and computing policies when they are reviewed. Can you anticipate blocks and barriers, and how to get around them? Other things taking over – put into diary and set up regular time to go in classrooms and monitor. Who else do you need to enrol and engage with to make change happen? Computing lead/SLT/teachers/TAs/pupils/parents

<https://youtu.be/wQ5uDe9AiqY>

Our school's journey on AT improvement, I was impressed to see that as a special Education School we have a good range of equipment available for our learners to use. I initially setup a meeting with our HT and DHT and we looked at the self-evaluation and looked at our scores and discussed each point. We found our lowest score of 4 in the section 1a,b,c these all relate to planning and policy and staff engagement and we also scored 5 in section 3 and 4 which was mainly due to not being 100% sure of how the policy and documents are written. My first job was to look at policies to see what they state in regards to AT. AT was contained within the accessibility plan, SEND Policy, Equality Policy, and our curriculum planning showing that we embedding this into our policies and do not need a standalone policy. I then have worked on a 1:2:1 bases with one of learners to encourage the use of speech to text technology this has been a brilliant experience which has also caught the attention of their class staff the learner has really taken to using the software when typing as their spelling is limited this has removed a block from them being able to access more and not to binging more focused on the write/typing rather than the main objective of the lesson. I have also shared with their class staff how they can use this in the class in a cross curricular approach. The learners next step is to use the text to speech software. I think the biggest realization has been when I held my first AT awareness and training staff meeting. I think that this allowed staff to see the potential of how much this can help. I did a lot of focus on the resources that will be available when our learners leave our school. This has encouraged staff to try and use AT and we now need to build on this moment so that staff use it regularly also need to continue with SLT involvement in the fact that they will add this

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to the performance management of staff. I feel we are in a good place but we could be amazing with a few changes and improvements to our current working practices.

We have worked to enable our children to develop their independence through the use of AT. We have a large number of children who join our school who have never attended an educational setting and therefore are unable to read and write before they join us. However, through talking with these children, we know that they have knowledge, they just need help to record it or access their own learning. Through the use of Helperbird, we have enabled a core of our children to access the same learning as others in the class, without always having to be supported by an adult. The children have thoroughly enjoyed this independence and have been able to share their new learning with their peers and other adults. They have been able to access work that has been set and research based projects using Helperbird. The children are also talking about Helperbird with their parents and families which has increased parental engagement with those who also are unable to read or write.

Since the start of the AT Test and Learn project, Seamer and Irton CP School has made progress across many areas of the audit and are working hard to understand and engage members of the school community on the use of Assistive Technologies (AT) to support teaching and learning. The potential and power of AT are understood by those undertaking the Test and Learn program who now feel more confident to deliver this to the wider staff team in the new school year. This will include teachers, support staff, senior leaders, and governance. The school has a member of the Senior Leadership Team responsible for overseeing AT developments and evaluation, and AT expectations and development plans are starting to be written into School Wide Policy and Planning Documents and will be written into future Job Descriptions. The role of an AT Champion is held by the school SENCo alongside the subject lead for computing. These individuals are responsible for providing day-to-day leadership and management for AT, ensuring its effective implementation in the school. The school has already overcome barriers relating to the current technology and have undertaken a period of upgrade in preparation to roll out AT on a wider scale. AT development and provision are active components within the School Improvement Planning and SEF and will be reviewed annually. The use of provision maps provides a mechanism for recording the graduated approach of assess, plan, do, review, with AT. The project will also start to be reported to governance from September 2023 and to be shared more widely with all stakeholders. Currently this is only in the case of the parents of children with additional needs. The school is starting to put a stronger focus on providing AT provision to support children who are behind age-related expectations, particularly in language and communication skills, including pupils in receipt of the Pupil Premium grant. At present, Clicker8 has been trialled with selected children and now Microsoft Word has been updated, this will be expanded to include Immersive reader. The school is starting to identify AT provision on provision maps for children on SEN support, and in EHCPs. AT resources are funded through the SEND and computing budgets and are reflected in

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provision mapping as part of the ongoing evaluation of effectiveness. The impact of AT will be reviewed and reported annually, with effective practice shared to inform CPD. Moving into the new school year, the effective implementation of AT at Seamer and Irton CP School will hopefully have a significant impact on teaching and learning, and, most importantly, on outcomes. Ensuring all staff understand the potential of AT will be essential to this and making AT provision an explicit part of policies and expectations will create a school culture that prioritises the use of technology to support children's learning. By actively monitoring and evaluating the effectiveness of AT, the school will be able to make informed decisions about how to provide ongoing support to children and ensure that AT remains an essential part of the school's educational offer. An updated Needs analysis has been emailed to Marius Frank to highlight the rapid progress we have made as a school.

Following the sessions: • I spent time looking at Helperbird and Immersive Reader. • Helperbird was installed on the school devices by our IT technician. • Two children were shown how to use Helperbird to aid reading on the Chromebooks at school. One child was then tasked with showing her class teacher following our sessions. She did this brilliantly. • During a training day session, I delivered staff training on the text to speech technologies: Immersive Reader, helperbird and training on speech to text technology on Google docs, iPads, talking tins and Microsoft.

From beginning the project, we have implemented assistive technology within more lessons to support EAL learners due to the ever increasing numbers. We have used Microsoft word within this, to support the reading of longer texts by having this read line by line to the students to promote independence and wider engagement with the English Language. Students have really engaged with this, and it has been successful for our stronger EAL students. We are still developing this as a strategy for beginners to English, but following the success of the roll out already, we hope to continue elevating the use.

See "Needs Analysis".

So far, all the teachers have been really excited about the introduction to AT. As a SNED school we are used to implementing new and useful strategies into our everyday practices and AT strategies will slot straight in, especially with our higher needs pupils. Our plan is to incorporate AT into next academic year's EHCP's so that any teacher working with that pupil will know that AT is a useful tool in the child's learning.

Before the start of this course, our use of assisted technology mainly consisted of digital platforms and web-based programs such as Flash academy and century tech to support learning and fluency. Since starting this course, I have trialled the use of our school class notebooks to deliver learning and support to those children I identified as possibly benefitting from assisted technology. I have assigned a laptop each for these children,

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showed them how to log on and access the learning they require in the sessions using this technology. I have used this process in several types of lesson where I feel that stepped instructions and the ability to access learning materials repeatedly will benefit the children. Three children are using the notebook to access their maths lessons. These children are working below Key stage and have a bespoke maths curriculum. By using the notebook this way these children are able to access their maths lessons independently. This ensures that they are using all of the learning time available but more importantly allows them to work independently in the classroom. For these children I feel this has been the most important benefit in terms of helping their confidence in learning and their progress. These three children now come into maths confident they know what they are doing and start working without needing to wait for an adult. For our reading lessons, I have been uploading the passages and comprehension questions used to the class notebook. This means that any children that require it can listen to the passage read to them while answering the questions, it also gives the children the opportunity to type their responses rather than handwriting. I have specifically used this for 2 children who are reluctant writers, but has proved useful to be able to offer to other children who for several reasons may be struggling to access our lesson in a traditional way. This has been very successful with all users engaging significantly more in these lessons. A number of children now when given the choice of typing or handwriting are now choosing to relisten to the text via the digital platform and handwrite the answers. It has been great to see these children adapting this technology to support them how they feel they need it. Next steps The trial with the children from my class will continue when they go to year 6 and continue next year. In my own class I will identify and set up any new children in my class that I think will benefit from this type of assistance. I plan to use this throughout the year for support as I feel the benefits have been great. I am in discussions with our IT group about ear marking resources for this within school. Once this is green flagged, I will work with the class teachers to identify the children who will benefit the most from this approach and do training in how to use the class notebooks and laptops to best support the students they identify in school. I have arranged a meeting with my SENCO to feedback on this course and trial. With the suggestion that once we have the availability of the tech confirmed we can add this to the children's support plans.

The initial audit was a useful tool to start a conversation with two members of the senior management (SENDCo and Assistant Headteacher) about the use of assistive technology across school. It helped to highlight where particular assistive technologies are used well, where their use is becoming more embedded and where further work is needed. A couple of key action points were agreed around ensuring assistive technology is referred to in school policies, ensuring it is identified in the school development plan, both to support children and parents, and making it one of the priorities for development in the next academic year. A couple of translation apps that were mentioned in the sessions have been trialed both to support pupils and parents with

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English as an additional language and the use of Microsoft Word and its accessibility tools has been extended to a group of Year 5 pupils who have a range of Special Educational Needs.

Upon starting the programme, we were 0s and 1s in all areas. The sessions have opened our eyes into the different types of AT we can use in our setting. We have enjoyed exploring different aspects such as Immersive Reader for some of our EAL children. We have used Talking Tins with some of our younger children who have produced some amazing outcomes from using this. We are now developing one child to use Speech to Text as an extension of the Talking Tin. We also have one non-verbal child in our Specialist Provision who is using Clicker Communicate on an iPad and is communicating with others around him - he asked his teacher the other day in snack time "I want an apple please" - Amazing progress!

Assessment of School Needs: Review and Improvement At the start of the project, I recognised that our school has a reasonable amount of technology resources. We have iPads available as a class set, and some pupils even have their own personal devices. Additionally, we have access to laptops, and a few children have been assigned dedicated laptops for in-class use. However, I was certain that we were not maximising their potential and that pupils with special educational needs were not benefiting from the full range of accessibility features. I also acknowledged that our staff would require training to address this issue. **Progress Made So Far:** I have made significant strides in improving my knowledge about the available technology, although I still have much to learn in terms of fully comprehending the various tech tools and their optimal use within the primary classroom. **Expected Outcomes:** My goal is to promote the use of adaptive technology throughout the entire school, extending beyond just pupils with special educational needs. I envision this becoming a universal offering for all. **Emerging from the Needs Analysis Process:** Upon reviewing the results of the needs analysis, it became evident that many of the scores fell within the low range. This highlighted the fact that our journey in integrating technology effectively was just beginning. Initially, I had the idea that I would be able to explore and introduce various apps and devices to the pupils on my own. However, I soon realised that this approach was unrealistic and that it would require collaboration with others. Currently, this is where we stand in the process. I intend to include this as an actionable item in my SEND development plan for the next 1-2 years, aiming to train and implement the use of assistive technology for all learners, including those with special educational needs. Our Multi-Academy Trust (ASPIRE) also recognises the importance of this focus. Furthermore, a SENCO from another cohort who has received the same training is available, and I hope that we can collaborate closely to support both schools and the wider MAT in establishing a robust approach to utilising assistive technology within our classrooms. **Identified Changes Needed:** One key observation I made is that despite having the necessary physical resources, we are not fully maximising their potential. Therefore, it is crucial to provide training for teachers and support staff to enhance their skills and confidence in using

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these devices effectively within the classroom. Alongside staff training, it is essential to provide training for the pupils themselves. While some of our SEND learners are already proficient in using devices, they may lack basic IT skills. Therefore, it is important to incorporate basic IT training alongside teaching them how to utilise the apps and assistive technology available to them. By addressing both staff and pupil training, we can ensure a comprehensive and impactful integration of technology throughout the learning process.

Since participating in the AT sessions, AT has started to be rolled out across school much more successfully and consistently. Before our AT journey, many staff felt out of their depth with using technology to support children with SEND. I think the idea of just using technology put many teachers off due to lack of training or awareness of the simplicity of it. During my time on the AT course, I was made aware of functions that exist within current technology available to us at school, for example, the accessibility options within Microsoft Word. I was shown how to access immersive reader within Word, as well as how to change background colour, line spacing, line guides and syllables to help vulnerable readers access material alongside their peers. I decided that as this was already available to us at school, I would trial this method with one of my own pupils with SEN who is significantly behind his year 4 age-related peers. This pupil had access to his own laptop and I ensured that any reading materials were preloaded onto the laptop before the reading lesson. This pupil had access to his own ear phones and was shown how to access immersive reader and it's associated functions. Thanks to this, this pupil was able to access the same learning as his peers which boosted his self-confidence massively and he was also less reliant on adult support. This was beneficial both to him and the other children within the classroom as the TA or teacher was not 'glued' to him throughout the lesson. In order to record his responses, this child also accessed the dictate function within Word, again promoting independence and removing the need for writing which was another barrier for him. As I had seen such great success with this pupil, I delivered a staff training session on the accessibility functions on Word and as a result, this was rolled out to pupils within school who had access to their own laptop (primarily children with a diagnosis of dyslexia or SEMH needs). One realisation from the AT programme was the necessity of a robust IT infrastructure in order to deliver AT effectively to pupils. I have since been in discussions with the head teacher about more pupils having access to hardware (either a laptop or iPad). I am please to say that we have now secured funding for a class set of iPads for children in September meaning AT can be rolled out to more children from next academic year. I have also informed the school IT lead about Helper Bird which was recommended by lead professionals on the AT course and this is being installed on all iPads to enhance accessibility further. Overall, assistive technology has proven to be immensely successful at a whole school level and as a school we are excited to invest in more technology in the future to further embed this across the school and other schools within our trust.

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Previously to attending this course, I had not really thought about the use of AT in the classroom. I know it is used, but have not paid a great deal of attention to how we use it and how better use we could make of it. Since attending the sessions I have started to use AT within the classroom, and share my findings with other members of staff within the school. I particularly found the use of immersive reader, which was introduced on once session extremely useful in class, and to use to set homework to students, as it records their answers, and you can see progress in their reading. Even small steps, such as turning sub titles on during videos, greatly assisted the concentration and learning of others. Since using these steps, I have seen a great deal of positivity around the aspect of reading within my lessons. I intend to further research other areas, that may prove successful.

In the academy, we have implemented word processor more into the learning for EAL students and how this has progressed our students and their interaction with English. We have some way to go with our new to English speakers but with the progress seen I have no doubt about this.

AT Course Case Study - it's too long to paste here so I'll email it to the above address as well as our course leaders. It includes images of work completed by children using AT.

The journey has been invaluable in understanding the multifaceted and nuanced ways AT can be used in different school contexts. The diversity of the group members brought many different perspectives together, and for me one was learning from colleagues with a high percentage of EAL, and how they use AT to overcome access to the curriculum, and to communicate with parents.

We began this process when we were a google school, not all staff had understanding of technology and how to use it in the best way for all pupils. We have now got two named teaching staff, digital champions, and an associate staff member who take on the role. They have been tasked with looking at the use of technology and working within the wider trust to support the academic needs of our pupils. We have transitioned over to a Microsoft school which has made use ability much easier and staff are beginning to use the functions the computer has for all pupils. This has included the use of immersive reader tool also the online functionality of one drive. We have gained 10 laptops in SEN to support pupils using technology in the classroom and getting them ready for their next steps in education which has been an invaluable tool. We have also considered and begun to use AT in specific targets for pupils in order for them to make progress. Our next steps- all staff have completed a survey on their knowledge, this will be used to inform CPD and interventions with staff. I have had a meeting with the digital transformation leads the plan will be that they further this work within the next 12 months. On a personal level this course has given me the space to reflect on the use of AT in the classroom and ensure it is embedded within our practice.

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I was excited to undertake this training course to learn more about Assistive Technology as I can see how it is the direction in which education is transforming, especially for those students who usually rely on adult support to access the curriculum. I believe I have learnt a lot about AT and the benefit it can bring to schools and specifically its learners when embedded into the curriculum using a child-centred approach. I feel confident to share this awareness and upskill other staff to confidently use AT with students. At the beginning of the journey, through the completion of the audit framework, I worked alongside our SENDCo/Assistant Headteacher to identify the current profile of AT in our school: we had started training staff on AT through an optional INSET session on Microsoft based immersive reader and some staff have adopted it in their classrooms, however its use was not consistent across the school and AT had not yet been embedded in planning documents of any kind. I have since distributed a whole staff Microsoft form to gather information on staffs' confidence with AT and anything they would like to increase that. The results were clear that more training and examples of use are wanted, however it was an insight into some already-existing success stories where it is being well-implemented for some students with high EAL needs. Staff that hold regular meetings with parents have also been taught how to use live speech-to-text translation to enable efficient meetings with members who have EAL. I have presented my journey on the course to our SLT in a recent meeting and shared my ideal next steps: prioritise staff training, potentially through a slot in our weekly briefing or further INSET sessions; time thereafter allocated to embedding AT into schemes of work; student intervention sessions to explicitly teach how AT can be used to support their classwork and homework; and parent involvement whereby they are shown some AT that they could use with their children at home or for their own use, for example to be able to read the weekly newsletter aloud in their first language. The use of Assistive Technology is being added as a priority on our School Improvement Plan for the next academic year. Over the next year, I expect to go into more lessons and see AT being used more widely and confidently by staff and students. I want students to report using AT at home to support with their homework and be proud of the work that they have produced more independently.

Before this programme I was 'dipping my feet' into AT, however had no real guidance in doing so. This programme has really tightened up my work in this area and gave me real focus. It has also given me the confidence to believe in what I am introducing throughout school. I feel this programme has impacted me the most, it has increased my knowledge and confidence in the area of AT. This has also started to reach out into school e.g. 4 learners with mini-laptops and one learner with a reading pen. My next step is to share my knowledge and training with staff which will then impact further the learners in our school. Time has been a constraint factor, but I feel I have started my AT journey. This is certainly not the end of my/my schools At journey, there is much more for me to work towards and this programme has given me the steps in which I can follow e.g. policy amendments. This course has been great for sign-posting also e.g. I am

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looking forward to receiving the microlink webinars to learn about new technology that is out there.

I started this course with a very low baseline. I had a some understanding of what is available, but have always felt disheartened by the cost implications of the AT recommended by many professionals, when operating within a very tight school budget. The sessions have made clear the AT support that can be offered to children with low or no cost - very refreshing. I have been very interested in seeing how AT can support 2 children with SpLD in year 2 at my school. Both are very able, curious learners who are underachieving in reading and writing due to specific difficulties. Immersive Reader and dictation tools, available free through Microsoft 365, looked ideal. However, as a school our version of Microsoft Office does not have these and this led to a discussion with our IT support to see if it would be possible to change to 365. This will now carry forward as an action for next year. As an alternative, we have used the dictation tool in Google docs which has been shown to work well, when the child is in a quiet place so that background noise does not interfere. A challenge has been the quality of headphones that we have in school - we do not at the moment have the budget for noise-cancelling headphones, which would make this much more effective. However, we have persevered and staff have agreed that the potential for using this to support a wide range of children is huge - not just those with SEN, but reluctant or disengaged writers. This will form part of my action plan for next year and I have discussed with the headteacher, including it in our School Development Plan. Another thing that I learned about was the use of Calibre Audio Books - a free resource. I have worked with the children concerned, parents and school staff to provide access to this, both at school and at home and this has proven to be a very positive way forward. Although still at the Explorer level, I feel that personally and as a school, this course has really opened my eyes to seeing and looking for what is available. I have found it challenging when dealing with not enough IT resources in school and also in engaging some members of staff in seeing the value of it - thinking outside the box. However, the ball has to start rolling somewhere and I aim for it to gather momentum in the coming years.

The course has opened my eyes to the importance of Assistive Technology not only with SEN students but all students in school. Meeting with other schools and hearing their journey has shown what we are already doing and what is possible to bring into school. The support in showing what is available free within office 365 has enabled me to work out a plan to support students with Dyslexia. I have been able to show students immersive reader and dictate to use in their lessons. They are confident to use these programs. I have also used reader pens with these students, one has taken to this and comes and asks for one for badge at more literacy based lessons where textbooks or worksheets are used. I have not been able to move things forward as quickly as I wanted, things have aligned against this, (OFSTED plus fall out. HT announcing they are leaving at end of term, acting head appointed) There is still a lot to do to ensure that AT

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is available to all students. This will be initiated at beginning of Autumn term 23 SEND students to be identified AT to be added to students plans and intervention Staff training to show possibilities – start with ALs Setting up a lunchtime club to support students Show parents AT to support their children. Look at IT policy to ensure AT is mentioned as needs to be embedded Look at adding a link page on SEND website for sites/ applications for parents to use.

The Computing Lead (myself) is championing Assistive Technology in the school. After the training and completing the Needs Analysis form, key areas for development have been identified. This includes AT explicitly being addressed in planning and policy documents, the impact of AT being reviewed and reported on annually, and ensuring AT is understood and used by all staff members. Certain progress has already been made such as some AT software have been evaluated, but a clearer plan of action for change has been created. Therefore, in Autumn Term 2023, a CPD session will be held. Within this session, staff members will receive training on AT to enhance their understanding and show them how AT can be implemented into their classrooms more successfully. This will then be closely monitored to assess the impact and consistency across the school. More regular meetings with the SENDCO and EAL Lead will occur to check the use of AT for SEND, Pupil Premium and EAL pupils, including AT at home. The focus will be on developing language and communication skills. A policy for AT will also be written. The overall aim of all this will be for all children to have more access to AT to improve their learning, including the accessibility and recording of it.

My journey began with the introduction of immersive reader, a tool in Word that I have never heard of before. As a mainstream secondary school, this has been groundbreaking for our Key Stage 3 students to identify their preferred and normal way of working in a classroom. They can practice the speech to text and text to speech for free and can become well practiced. I have several students with specific learning difficulties that are now using immersive reader for all class and home work activities and definitely seeing a difference in a very positive way. I then started to research products that would allow us to take this way of working into a GCSE exam and came across some free training for an exam reader pen. The training was fabulous and I took this to my SLT with a plea to invest in this for our KS4 students, based on a trial of the pen and my involvement in this AT programme. We have subsequently been very fortunate that the request was supported and we ordered a set of the pens. It goes without saying that this will change the outcomes of many of our KS4 students. As part of the purchase, we were also able to trial a non-exam reader pen, which included a speech to text function and a thesaurus. I identified a student with ASD that I wanted to give the opportunity to try it. This is a student who is academically very able but finds 'showing what he knows' very challenging. He trialled the pen and it has made an unprecedented difference to his written work. He is now an independent learner who can speak into his own pen, as opposed to an adult (something he would not engage in) and produce work that is becoming much more representative of his ability. It will take

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practice but the difference is so noticeable already. An incredible turnaround and justification for the investment and the support from my SLT.

We are very much at the exploring stage of our journey. From the sessions, I have deepened my own knowledge of what AT is and how to make the best of the technology we currently have in School. I have explored the use of immersive reader and microsoft 365. I have then in turn introduced this to a number of our pupils with dyslexia. They now use laptops and immersive reader in lessons to support them. This will roll out to other pupils and will be named in their IEPs. This gives them a level of independence and boosts confidence/self- esteem. Next steps are to show all staff how to use and get the most of immersive reader and how to support all pupils. Perhaps to do some sessions for parents too to use at home.

Through this project I have supported a teacher to trial using speech to text and immersive reader to support children in year 4 with recent dyslexia diagnosis. Another teacher in school has also used AT to assist a child with EAL to translate/read text in native language. This has enabled the children to work with a greater level of independence and reduced need for adult support. This has had a positive impact on their willingness to engage in lessons and has developed self-esteem. Adults are then able to support others with their learning needs. Through the use of AT, children have been able to record responses that reflect their true learning capability. They have also recorded more in-depth written response to questions as the fear of 'spelling things wrong' has been removed. Barriers identified have been related to having the correct technology available at the correct time. We have needed to look at where laptops and iPad can sourced throughout school. Next steps will include working with ICT leader and technician to create a bank of IT equipment that can be used for AT and to ensure that training and expertise is shared throughout school to ensure a consistent approach to AT in all classes. I will also look to develop the use of AT at the start of the school with pre-learning tasks where AT can support the child's learning process.

When I first completed the audit, I found most of our answers were between 0-3. However, attending the zoom session has taught me that somethings we do in our everyday practise is seen as assistive technology. I have also used what I have learned in the session to help educate out specialist staff and get SLT involved.

Review of Uxbridge High School AT provision and next steps moving forward Assistive Technology has been around school for some time, but we have only ever used laptops and reading pens. We got teachers to change the backscreen of the whiteboard to 'Dyslexia friendly colors' The level of special educational needs has risen quite significantly post Covid and this has put a stretch on resources and the ability for students to make appropriate Technology and especially assistive technology have developed so rapidly we need to stay on top of it as this can also make a difference for examination Access arrangements From the analysis we do not have much in place in

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terms of policy or good practice It is not yet a while school project. Adaptive teaching is a whole school approach and part of the SIP for the next academic year 2023/2024 is a good time to introduce the AT to the SEND community at school and then have an action plan to introduce it to the wider school community. Action plan will link to SEND and Adaptive teaching First steps will be to complete the needs analysis and audit – whole school focus and introduce to SEND team and identify how we would like to use AT in UHS Outcomes for the first year will be for some students to be able to use AT to access learning and for the year 10 group to use AT successfully in examinations and assessments.

We have started to explore the AT in class with our chromebooks especially exploring Immersive Reader with a number of children in our ARP. This is being piloted with one child in particular and we really hope that he will help kickstart this to roll it out after the summer

Thanks to this course, the life of one of my pupils has been transformed. Last year he would regularly smash up the classroom during English lessons, and his behaviour was leading inexorably towards Permanent Exclusion. This year, thanks to using speech-to-text, he has been creating comic book stories and creating work towards a potential early entry for an Entry Level English qualification. We are only just starting to scratch the surface of what he can achieve. His behaviour, self-confidence and attainment have shot up in all subjects, to the extent that if this trajectory continues, he will be a serious candidate for being moved back into mainstream education in the next year. This is something nobody could have predicted and is entirely down to assistive technology. Features such as Immersive Reader were a mystery to myself and the school before I started this course. Whilst we were not able to utilise this in the school, we were able to cobble together a semblance of its functionality using our heavily-restricted and ringfenced Google Docs system. I was able to inspire two other digital champions within the school who I hope will take AT to the next level. On a personal level I am off to a school which does use Microsoft and I will be taking everything I learned on this course with me.

Our journey has centred around identifying some basic areas of AT that we already have access to in school and looking at how we can make sure these are accessible to our children who would benefit most from using them. Our school has good access to technology and uses it widely within the classroom. However, all children tend to access it in the same way and it's use is not currently extended or adapted to support some of our learners on the SEND Register to overcome barriers. I had perviously attempted to address this last year through running an AT Group for a small number of children, however my own lack of knowledge and expertise and then lack of follow up within the classrooms meant that this had limited impact. The intention is now to deliver training during our September INSET to our team of Teaching Assistants who often work with our children on the SEND Register, to introduce them to a small number of ways the

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iPads can be used specifically to remove barriers within class. The plan is that this will enable them to work alongside some of our SEND learners to develop their skills and confidence in using AT, normalise it's use and hopefully start to remove or reduce some barriers. I will plan to re-run the AT Group next year, hopefully with an increase in my own knowledge and the backup of the Teaching Assistant team this will have more impact this time around. I will also be looking for local opportunities to take part in face to face sessions around AT where I can "have a go" with the support of somebody there to guide me.

The biggest impact AT has had on the children in my school is increasing the accessibility to text of pupils with EAL and those who have difficulties around reading. We have been using google translate combined with the camera function in the translate app, to support pupils who are new to English with accessing the resources that other children in the class are using. This has had a big impact on the pupils because they don't feel like they are having to do work that is different to their peers. It has also helped develop their independence. Teachers have also found it beneficial as they don't have to resource alternative lessons for pupils with little to no English. We have found that using the different keyboards available on the iPad (e.g. the Tamil keyboard) has meant that they can use the devices to communicate well and the text to speech function also helps. For pupils who struggle to read due to conditions such as dyslexia, we have been using office lens. they have learnt to use the app to take photos of texts being used by the whole class and to use immersive reader to enable them to listen to the text. They really enjoy being able to read the same things as their friends and it has helped remove some of their reluctance to read. They also love that it gives them independence and that they can click on unfamiliar words and see a meaning.

We have found it really valuable taking part in the programme. I have shared the information with teaching staff through staff meetings, INSET and email. Teaching staff have been enthusiastic to make use of Immersive Reader and Helperbird and we have installed Helperbird onto our Chromebooks (but sadly our ipads are too old!) Uptake has been greatest in upper KS2. I have worked with a group of year 5 children who have literacy difficulties to show them how to use Immersive Reader and Helperbird. They have really embraced the technology, as has their teacher, and they are now routinely using assistive technology in their lessons (English and across the curriculum as necessary). This has been a huge boost to their self-esteem and they have been modelling to other children how to use it. We have shared the information with some parents and next academic year we will plan to run a workshop for parents and further embed across the school. We are also hoping to upgrade some of our ipads which will also help! We are keen to continue to explore options, including for a child we have who is non-verbal to help with his communication.

AT Case Study - Completed by AT Champion Sinead Drust At St. John the Baptist Catholic Primary School, we have high expectations for all pupils and believe that, with high

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quality teaching, outstanding pastoral support, effective engagement with parents/carers and a personalised approach to meeting children's needs, every child can fulfil their individual academic, emotional and cultural potential. We have 212 children on roll, 58% pupil premium eligible pupils and 13% SEND. As a Senior leader, Inclusion leader and SENDCO I chose to take the opportunity to be AT champion and to explore assistive technology to support teaching and learning in our school. Initially, I was quite apprehensive because my knowledge of using assistive technology was quite minimal. However, after completing the needs analysis summary, I realised that the statements supported a whole school journey. At the beginning of the training, we scored either 1 or 2 in every area (exploring). After completing the training, we scored 4 in some of the areas (we have identified a GROW plan to move forward). Teaching and learning impact (School / Learner) • Additional 60 ipads purchased • Helperbird app is now on all of the teacher & pupil ipads • Personalised pupil accessibility on ipads (e.g. zoom, magnifier, speech, dictation) • Discovered 'built in' resources on our laptops (e.g. screen readers, screen enlargement, speech-to-text) • Technology highlighted as one of our prime areas on our school long term plan • AT to help teachers to more effectively deliver content and engage pupils • Supporting our EEF focus on using technology to support whole school adaptive teaching • Support pupil access to the same educational opportunities • Supporting pupils to develop key skills to engage with online learning platforms • AT included on our SEND Information Report (Local Offer) Next Steps • We need to embed practice – this will be supported by our school Ecadets (eight KS 2 pupils) • Continue to work in partnership with our school computing leader to strengthen policy, development and practice • We need to share AT with our parents/carers • AT development and provision needs to be an active component in our school improvement planning • We need to capture pupil voice to evidence the impact of AT • AT provision to be made explicit in APDR / ITPs As a school and an AT champion I feel that we are 'Innovating' and we have the capacity to address the key areas in our improvement planning. We have been introduced to a variety of digital learning tools that we now need to embed during the next academic year.

The AT project has been fantastic in terms of introducing me to the potential of AT in school. It has enabled me to see a way forward and to begin to plan for further developments in school. I am now in a position to develop strands that can be addressed by myself or other colleagues for example thinking about AT from a strategic level and making it explicit in School Improvement Planning; considering the impact of AT from a provision mapping perspective and ensuring it is explicitly mentioned on plans for SEND; from a financial point of view ensuring there is a clear budget line attributed to AT. We have been able to start using Immersive Reader on Google Chrome but have more work to do to upgrade the school's systems as we do not yet use Office 365. One class teacher fed back that they had used this with a child who was new to English and their involvement and engagement had significantly increased during the lesson as had their wellbeing as the teacher observed the child smiling! I have been

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frustrated by the lack of commitment from some colleagues due to existing workload as well as lack of understanding but we have certainly opened the conversation. The project has given me the confidence to engage with colleagues and begin the discussions. This is a huge step considering where we had been. In addition working with colleagues across different settings on the project has also provided me with new ideas and inspiration for working around different challenges.

This training has upskilled and empowered me, firstly to look at the AT we already have in school and are not exploiting fully and secondly to investigate other AT, which may benefit our learners. I feel more confident in my ability to assess the value of AT and its impact and I therefore feel more confident requesting funding for this. I have already spoken to the Head of ICT and the IT technician about what we could be using in school, I have delivered training to teaching staff on the value of AT and how it could support some of our learners and I have started to work with some of the TAs, upskilling them in their use of technology. I primarily wanted to explore the use of the Google speech to text resource to support a year 7 learner who is severely dyslexic. When he joined us this year, he was convinced that he was rubbish at learning because he could not write (he recently proudly told me that he could now spell his surname without copying it!) He is very able but was convinced that because he could not write, he was not good at learning. As he has become more confident using speech to text, he has begun to be independent in the classroom and is beginning to believe in himself. As well as being dyslexic, he also has significant autistic traits and was getting frustrated by classroom noise, particularly when he wanted to use speech to text. I raised this in one of the sessions and a directional head mic was recommended, which we purchased for him. He loves this because not only does the directional mic enable him to use speech to text more effectively but the headphones help to deaden classroom noise. The next task with him is to improve his proof reading of his work but he is already recording far more than he ever thought possible. As an SEN/D Department, our next step is to familiarise all the staff with the AT that we already have so that they can support the students as we roll this out to more of them. I need to investigate what speech-to-text options we can use for GCSE examinations so that we can familiarise students with the correct package and they can become skilled at using this.

Our road on the AT journey has been a winding one. After the first session I left feeling excited to see what I could introduce not just to my children with EHCPs and SEND but to my whole class. I loved the idea of using immersive reader to help children recognise verbs, adjectives, adverbs. I could see so many possibilities. However, our laptops are Chromebooks so they had no office. Marius told me about Office 365 but as of writing this we have not got Office 365 set up for the children to access. So I looked at just showing teachers using their laptops. Our staff laptops have Word 2016 and no immersive reader. Faced with these problems, I did not give up, instead I spoke to my SENDco and we decided to narrow it down and focus on one specific child. This child has complex needs including a visual impairment as well as a hearing impairment. We are

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trying to build his independence in the classroom. We began by exploring Helperbird ; the children use Chromebooks and this was quick to install. We have found it to be limited in its impact. The free version is extremely limited and the paid version is too expensive. We went back to the drawing board. Our next step was to order and trial a c-pen. This was able to be connected to his microphone so he could hear it without it disturbing others learning. We hit a problem with this. The child also has a visual impairment that made lining the pen up with the text really difficult. We ended up with the class TA having to sit with and guide his use of this. We are now going to look at buying an Orcam pen and see if this will better meet his need and allow him to become more independent as he begins year 5 in September. I still have hope for our AT journey. I will be speaking to our service provider about how to introduce and roll out office 365 for staff first, then for pupils. My SENDco is passionate about us using the technology to help our children with difficulties and with her help we hope to carry on exploring assistive technology.

We have made use of the 'assistive reader' in a number of different ways in our school. Initially, we have not developed capacity with any particular SEND student but instead we have been using it with classes. We have found that the way it decodes language and applies labels to nouns, adverbs etc. has been extremely useful in supporting students in unpacking the nature of sentence construction and how to construct complex arguments. For example, in History lessons there has been an unpacking of the way persuasive historical arguments are put together in different contexts. Given the nature of need in our school, we believe that this whole class use and demonstration provides the best vehicle for dissemination. We will then analyse the extent to which students are using it, who is benefiting from it so that we might then target roll out further and look to coach particular classes, year groups or students depending upon our findings. We intend to play around with its functionality with students in EAL in the Humanities, areas where we know that students have difficulties with the large volume of text. We wonder how far its translation and 'picture dictionary' functions can support students, particularly when they are working independently away from the support of class teachers or their peers.

We have gained two students this academic year who only work with AT rather than traditional means. The course has allowed me to engage better in appropriate provision for students whilst also supporting staff in meeting their needs.

Firstly as part of this training we completed a toolkit for all teachers which provides both training tools for adults and learners. This has now been rolled out across the school and the impact has meant more children on Wave 1 are using AT. We have also had teachers across the school adding ideas to the toolkit themselves which has been really encouraging. We are also working on a case study at the moment with a child with selective mutism, and are much more aware (thanks to the group) of apps which we can trial to support the learner in giving their own voice to their learning when they

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find it tricky. Parents are really on board, as are staff which again is really encouraging. By completing the case studies and the training we have been able to have a wider understanding as a body of staff, and the AT knowledge is not just with those who support learners who state the child needs support as part of their EHCP.

As a new SENCO in September 2022, I inherited a provision with no assistive technology awareness. Initially, I wanted to explore how I could support SpLD in mainstream classrooms, in line with specialist report recommendations. However, the training has encouraged me to be much more ambitious with our provision. The learning support team weekly CPD meetings now have AT as a standing agenda item. Whole school CPD is scheduled for the new academic year. We have identified a cohort of children who are being supported to develop their skills in touch typing and/or voice to text through targeted provision time, to allow them to use laptops independently in lessons. The focus on increasing independence and resilience around literacy based barriers, is freeing up learning support staff to deliver targeted intervention around SEMH, which is another whole SEN priority. Immersive reader has been introduced to the English department to support their structured independent reading sessions. They are also trialing audio books in place of written texts. AT targets are being included in learning plans. The new SEN policy will be supported by a separate AT policy. The SEN governor is working with me as SENCO on this plan.

At the start, I had very little understanding of assistive technology and I wanted to start this journey to improve my own knowledge and understanding of assistive technology. Through the sessions that I have attended, I now actually know what AT is and I can see where we already use this in school and what other resources are out there for us to utilise and support our children. I found the auditing tool very useful and this has shown us how we can move forward with our use of AT, how we can include information in policies and how information can be shared with parents through SEND paperwork etc. I already have our Computing Coordinator on board and, together, we will be delivering a staff meeting in the next academic year to promote AT throughout school. I look forward to seeing where our use of AT will take us in the future.

During the AT training given by NASEN we have updated our existing technology, implemented new technology and re-evaluated old technological interventions with more focused intentions. We have implemented new technologies on a case-by-case basis, such as creating a BSL signed book with an interpreter on screen alongside the text to promote independent reading in a Deaf child, helping her meet her target to understand the meaning of text independently. Other technology implemented includes translation technology for children from Afghanistan, using translation to initiate games with other children at playtime to help their integration into their new school, and Seeing AI technology to aid maths literacy in children who have a high maths ability but reading skills act as a barrier. We have started to integrate assistive technology so that it is systematic and monitored within all provision. New interventions have been

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included on tracker systems and staff have been encouraged to update current interventions to be purposeful and SMART so that progress is easily monitored. Members of SLT are engaged in our AT journey and are helping to encourage teachers to make AT a part of their everyday planning, particularly for SEN children. Part of this project includes providing new information and knowledge which we are doing by holding an “AT information fair” on the first inset day in September featuring different stalls showcasing technology and how it can be easily used and integrated into a lesson or personal learning plan. This will then become a regular feature of the first inset day of the year, ensuring AT is at the forefront of all staff’s minds as they start their curriculum teaching. The AT training has helped us see that we have been using AT and are capable of using more in an even more targeted and effective way by being purposeful in our assessment and implementation.

For the last several years we have issued students devices without any clear thought about why and how they are used effectively. There are no strategic review plans been it and students rarely stop using them after they have been issued. As Assistant Headteacher, the Head, Sendco and I have worked on a strategy to effectively review the current usage, evaluate the impact and assess the opportunities for future development. We have appointed a new lead for assistive technology who will complete a programme of evaluation to guide our future policy on this. Some students will be introduced to new applications, where others will be encouraged to use the devices less and focus on writing recovery or other programmes.

As a school, AT has not previously been a priority or something that had appeared to have been really considered. This training and support through the online sessions has really increased my awareness and made me think hard about how we can improve outcomes for some children in school who find recording a challenge. I have a Reception child with hypotonia, who finds pencil control very difficult. Through talking to my county PD team, I have been able to borrow an adaptive keyboard with a guard which will enable him to press the keys he wants without accidentally pressing others. I want to increase his ability to use the keyboard as typing will be his primary method of written communication as he moves through school. In addition, I have a Chester mouse for him which will enable him to have greater mouse control and access to games and other activities. Through talking to his mother at annual review, she can see the benefit of these adaptations and will also be trying them out through a loaning service before making purchases. The sessions have given me lots to think about and time to reflect on our practice; things to implement and opportunities to share experiences with others. Thank you for this opportunity.

We are at the very beginning stages of our AT improvement journey. Our computers were not set up to run Immersive Reader. I have worked with our tech team to change our systems over to Outlook. This has also included setting up some pupil devices which have access to Immersive Reader. Everything is now ready to roll! We have

Responses

incorporated developing AT into our school development plan for 2023 - 2024. This will initially be rolling out the use of Immersive Reader with identified pupils in Years 4, 5 and 6. Training for staff will take place on our INSET day in September. Training for pupils will take place soon after. The use of a laptop/Immersive Reader will be built into pupils' personal support plans which are reviewed termly. I will be monitoring the use of Immersive Reader and whether or not it supports pupil progress - this will be reported back into the school development plan which is reviewed termly. If the initial roll out is successful, we will explore expanding this to more pupils in the school. We will also look at how we share this resource with parents, possibly for them to use at home. We hope that Immersive Reader will support our pupils to become more independent learners. Initially, we plan to use Immersive Reader to support pupils who struggle with reading. This will allow them to have some material read to them. It will also help them to edit and improve their writing. We hope to explore the speech to text features as well.

At Learner level: the TA responsible for delivering the EAL interventions has utilised the 'Immersive Reader' following training from myself. At school level: I've had the opportunity to discuss the important AT involvement, particularly for SEND children. At a personal level: As the Computing lead in school, I have a greater understanding of the use of AT technologies.

We are now 2 years into our AT journey, and have used the pilot scheme resources from the off to help first evaluate what already existed, and then plan for the wider use of AT. The Moon Hall School Academic Vision for Assistive Technology is "to educate pupils in the use of assistive technologies, in order to increase pupil independence and access to knowledge". We aim for our students to be confident learners in AT in that: • the power and potential of Assistive Technologies (AT) is widely understood by all students and staff • AT expectations and development plans appear in Subject and Department / SEN planning documents • explicit AT provision features in measures to support children who are behind age-related expectations, particularly in language and communication skills, and AT Provision can be clearly identified within EHCPs • there is access to IT and peripherals / consistent student use of AT The teaching and use of AT is overseen by a dedicated Assistive Technologies Lead, and the AT programme is reviewed annually; access to IT is through 2 dedicated IT rooms, personal laptops for Y9-11, and additional laptops and iPads, which can be booked out; staff / students also have access to exam reader pens and Orcams; pupils are taught in timetabled Assistive Technology lessons, and then supported and encouraged to use AT through a variety of school-wide dedicated software, including Office 365, TextHelp's Read&Write for text-to-speech / speech-to-text / screen masking, Inspiration mindmapping software, and the KAZ touch typing online package. Next steps are for a greater and more consistent use of AT across the whole school, including an AT statement on all 'Department Development Priorities' Plans', for example "to provide access to appropriate assistive technologies" or "including the use of Assistive Technologies to support the development of <subject> language and understanding"; greater staff awareness and

Responses

understanding of AT, and teaching from Teams, through INSET and additional support materials; and the understanding and teaching, leading to a greater use of AI for both staff and students.

The AT Test and Learn project has been an empowering experience. It has provided a framework in the form of the needs analysis to be able to work with other members of staff to devise and put in place an action plan. The world of technology and apps is vast, this programme has provided the opportunity to find out more about assistive technologies that are appropriate for the classroom. I am now far more knowledgeable about the range of assistive technologies available and far more confident about using them and ensuring that their use is implemented. As a school the numbers of students that are now independently using assistive technology is gradually increasing, the knock on effect of this is that staff are becoming more aware and open-minded to the benefits of using this technology. It has been noticeable that some teachers are now specifically asking for assistive technology solutions for a student, rather than asking for an LSA to read/scribe for a child. A particular success for an individual learner this year has been with a Year 9 student who started with us in September. At his previous school he was used to having a human reader and scribe. He has a recent diagnosis of dyslexia and struggles to access assessments, he is also very anxious about them. He is a very friendly, articulate student who has expressed to many of his teachers that he needs a human reader and scribe for his exams. I have introduced him to a computer reader and the speech to text facility and he has now used these for the last cycle of assessments, as well as in classwork and homework assignments. The programme has enabled us to have a structured plan for widening the use of assistive technologies and ensuring that there are training opportunities for students, parents and staff.

One of our year 3 pupils struggles to access the curriculum due to their lack of reading ability. This has been impacted by their severe speech and language needs. Encouraged by the AT training, the pupil has trialled a number of different technologies to support access. This has included use of a reading pen and scanning documents using an iPad to read back to the pupil. Our initial trials with reading pens weren't successful due to short battery life. The AT network has provided lists of sources for pens that we will be looking to invest in as they have been tried and tested elsewhere. Not put off by this not working, we trialled the iPad scan and read. This has worked wonders for the pupil who now uses it completely independently. They are now able to access subjects without needing an adult or partner to read to them and they are able to feel personal success. Amazing!

I started our AT journey thinking that it would involve 'pie in the sky' recommendations that would be unachievable for staff who already felt stretched in terms of workload. Soon into our journey we were able to appreciate what we already had in place in terms of IT and were able to identify what we would like to develop. We were already using Supercore 30 on an iPad, Clicker, voice recorders, switches, a joystick mouse and an

Responses

iPad with Apple Pencil to support a pupils with physical, communication and literacy needs. I decided to trial using immersive reader and reading pens with a class with a view to rolling it out across school. The reading pen proved really quick and simple to use and the pupil who trialled became quickly confident in using it to read individual words and small sections of text. This helped the pupil become more independent in lessons and reading not being a barrier in lessons like maths and science. Immersive reader required a little more effort in setting up accounts so pupils could access one drive and the texts you wanted them to use. Once immersive reader had been modelled in lessons the pupils were able to use it to access texts allowing them to focus on comprehending rather than the physical process of reading, The pupil's enjoyment of particular lessons improved as they were able to be more independent with their learning. This in turn leads to improves self-esteem which is important for well-being. In the new academic year, these uses of AT will be rolled out in staff meetings and I plan to hold a termly AT sharing staff meeting where staff will be encouraged to share their AT practice with others.

Our school's journey from knowing very little to now being in a place where staff are aware of what assistive technology is. As a relatively new SENDCo, I am passionate and committed in seeking innovative ways of improving outcomes for all learners despite their additional needs. By attending this course, it allowed me to explore what technology is out there to maintain independence, keeping safe and stay active and involved. The easiest and quickest way that we utilised Assistive Technology (AT) was the Immersive Reader tool which was an ideal tool for some of our children that have low literacy skills. We had selected two children, one who is awaiting diagnosis for ADHD. They both struggle with their reading and gathering ideas in writing. After having discussions with the class teachers, we thought that IR would benefit with reading and comprehension. Both children were provided with a laptop and they have access to documents which makes it easier to read. It also supports them in reading text aloud which has meant that it has increased their independence in repeating the text or assisting in pronouncing words. The built-in tools for identifying nouns, verbs and adjectives has also helped with their grammar skills. We would like to continue with this in the next academic year where we are able to evaluate this and record what progress the children have made.

We've looked at how to implement speech to text and text to speech technology using the pre-existing technology that we have, due to funding concerns. We've been using voice memos and assistive technology on mobile phones to allow students to record their ideas and then listen back to them. This has meant that a young lady with significant needs, including ADHD, ASD and poor literacy was able to write a half page story on her phone, and then review and reflect on this using accessibility apps and settings. This is the most work that she has been able to complete in the entire time that she has been with us.

Responses

As a school, we can now start to support learners more using the Immersive Reader functions of the Microsoft packages. We think that this will create independence and autonomy among our learners and encourage them to seek help from the technology rather than relying on an adult. It was really beneficial to hear how other schools are implementing their AT to get ideas and inspiration from those in other settings.

"Subject –Assistive Technology – Immersive Reader – Elaine Morley SENDCO 3/7/23
Background

There is a high case load for SEND in the school. Many of the children have difficulties in reading and writing, whether it is due to a primary need such as dyslexia, or existing alongside other challenges across the 4 Broad Areas of Need as set out under the SEND Code of Practice.

The teaching assistants which we have are dedicated individuals who do all they can to help the children overcome these barriers so that they can express their creativity and logical thought processes effectively in a way that does them justice.

Reason for Case Study

Younger children at the earliest stages of literacy benefit greatly from the support of an adult who can model approaches to reading and writing. At this stage, a high level of adult support is sometimes desirable. However, we are always keeping in mind the need to support the children towards independence with the least amount of TA/CT input possible as this is in their best interests moving forward into their secondary career and beyond. In presenting learning to a class of children, we can use strategies for inclusiveness such as changing the colour of background in learning slides/SMART pages or changing the size or style of font. However, we thought it might be useful to personalise the presentation of text for individuals so that they were more able to take control of their learning needs and work more independently.

School Actions

- SENDCO explored Immersive Reader following the first session of the Assistive Technology course.
- SENDCO led some training with all teaching assistants to show them what Immersive Reader could do and encourage discussion about which children they felt would benefit from this.
- Teaching Assistants given a gap task – to use Immersive Reader with one of the children in their class.
- SENDCO sent a link to all class teachers and head teacher to show them what Immersive Reader could do, instruct them on its use and inform them of the TA gap task.
- Follow up meeting with the teaching assistants to discuss any difficulties and what successes they and the children were having with the technology.
- Discussion with the Head about the way forward.

Outcomes

Responses

The teaching assistants were very excited about what Immersive Reader could do and we had a good discussion about ways in which it could be used and which children might benefit. In summary, they put forward the following ideas:

- Children with dyslexia – background colour, font, letter spacing
- Children with visual barriers – size of font, maximising colour contrast between font and background
- Children who resisted literacy tasks but might find the use of the computer more motivating
- Children who needed to develop their vocabulary – picture dictionary function
- Children who struggled with the learning of grammar – use of colour to identify specific parts of language
- Children who had EAL needs – translation tools

Discussion with teachers following the email and link sent were very positive and the following intentions have been decided upon:

- The IT Lead is going to add the use of Immersive Reader into the IT Policy when it is updated in September
- I will update the SEND Policy to reflect the need for the use of Immersive Reader
- Children in Years 5 and 6 will be taught how to set up Immersive Reader for themselves, copying and pasting text which they find for themselves into 365 Word and using the features of Immersive Reader to give them the personalised support they need.
- The use of Immersive Reader will be treated as coming under the umbrella of Ordinarily Available Provision (OAP)
- All children will be able to use Immersive Reader, regardless of need, to attune with our approach of normalising supportive resources – it will just be another resource available to all, along with materials for maths, topic mats, phonics mats etc
- It will be recommended to the new Head Teacher that the fur"

"At the start very little assistive technology was used in school. I decided to start with immersive reader as this was easily accessible on all school computers. At first this was trialled with a SEND pupil in Year 6, who was also EAL and often struggled to write and keep up with reading in the class. He used it to have text read back to him so he could engage more easily with the learning and also to help him to write. I then shared this with his father at parent's evening so that it could be used at home as well. This led to him being more engaged in learning and more confident in class.

Next, I used this with other SEND learners in the class to enable them to access the texts that we were looking at more easily. This definitely led to an increase in engagement. Following this I then shared this with the rest of the school staff so that it could also be used with other year groups. In order to ensure that they were confident in using this I made a crib sheet for staff so that they could follow the steps easily. To start with we used the crib sheet in a staff meeting so that I could ensure that staff knew how to do this.

Responses

I have now ordered some talking tins for the school so that they can be used to enable children who have difficulty putting pen to paper record their ideas and then play them back.

My next steps are now to really embed assistive technology across the school so that all children, especially those with SEND needs can benefit. I intend to include this as one of the targets on the SEND action plan for next academic year. This will include using dictate, talking tins, immersive reader and clicker across the school in all classrooms."

"We began with no knowledge of assistive technology. At first I picked up on speech to text and could see how it would benefit 2 children within my class. I tried with the I-Pads using Notes but we couldn't print off the work. I then discovered that 365 Word would print. We used the email addresses set up during home learning to be able to access it. I demonstrated it to a child in my class and he quickly picked up the process. This became his means of recording his writing in English where he was putting together longer pieces of writing. He became an expert and modelled it working with children in 2 other year groups who now use it for the same purpose.

After embedding the speech to text, I progressed onto Immersive Reader. I used a small grp of LA readers within my class. I would email the text and questions to them and they would access the text and complete the questions with minimal adult assistance. This grp was a 1:5 reading grp everyday. The more skilled children were using the built in picture dictionary when they were unsure of a word.

I have spoken regularly at SLT meetings about the impact and how we can progress to support more children. We have held a staff meeting this half term where I showed how it has been used and the benefits of the technology.

During a recent visit by our Director of Education, the child I had begun the journey with, talked with confidence about how it has supported him and demonstrated how he uses it in his day to day working.

As well as 365 Word, other children within the class use Notes on I-Pad to support them with structuring their sentences before writing them. This is being spread school wide to support LA learners.

Case Study:

I introduced speech to text using 365 Word with a child in my class. He always tries hard but has difficulty with phonics and fine motor skills making his writing extremely difficult to read. On a recent assessment by the L&C team, using alternative forms of recording was suggested. Once he saw how it recorded what he said he was overjoyed. He was able to include vocabulary in his writing that he had never before. He was able to punctuate his writing and got into using voice commands for punctuation. His independence doubled overnight. He would print off his work and stick it in his English book. When writing shorter pieces, he would use the I-Pad (Note) as we still want him to persevere with writing.

Responses

He became so efficient that he began to model to other children who we had recognised would benefit from the technology.

When accelerated reader was introduced, he used it like the other children in his grp for completing his reading comprehension. I demonstrated to him how it can be used to check his writing. Now he moving between the 2 functions and is now going back into his writing and editing it if it doesn't make sense."

Has the training improved your understanding of the benefits of assistive technology?

● Not at all	0
● To a small extent	2
● To some extent	4
● To a moderate extent	24
● To a great extent	33



Has the training increased your confidence in utilising assistive technology to support pupils in their learning?

[More Details](#)

● Not at all	1
● To a small extent	1
● To some extent	6
● To a moderate extent	21
● To a great extent	34



Has the AT training increased your confidence to train and support other staff with the use of assistive technology?

● Not at all	1
● To a small extent	2
● To some extent	6
● To a moderate extent	27
● To a great extent	27



Does your school community intend to (or has already) run staff development sessions to embed or spread the effective use of AT in lessons? Multiple answers accepted

[More Details](#)

● No	2
● Maybe	12
● We have already started	28
● We plan to do this in the comin...	32
● We may programme this into o...	10



10. Any final comments you would like to share with the AT Training Team (about the training, the coaching, the materials, the impact it is having)?

50 Responses

Responses

I would like to say thank you.

Thank you very much for the informative and useful presentations. The group discussions were particularly useful to hear how other schools are implementing the use of AT.

I would recommend to anyone this course. Very helpful to me and my school.

Thank you for some very informative but relaxed session. It has been very eye opening to know that we are not alone in our work towards Assisted Technology.

Huge impact in driving this forward in our school. Useful as I am a senior leader so have clout in planning improvements and working with all staff across the school

This has been a wonderful course. I have learnt so much about AT and have been able to share this with the staff in our school. I have also benefitted from the recordings sent of the additional sessions. We focussed on Immersive Reader as this was free and we already had it. I was surprised how easily this could be rolled out to staff and pupils. We are already seeing the positive effects the use of Immersive Reader is having on our pupils, particularly those with SEND.

A fantastic group with wonderful ideas and suggestions to shape the learning of our pupils using assistive technology. Thank you so much!

It has been very helpful to help get things moving along in this area as it was something I had started but wasn't feeling confident in.

We have really appreciated the support, ideas and inspiration of the AT training. Please also see our thanks and support throughout our video link.

I thank you for choosing our school to join the training. I feel that it has been very beneficial and will help to make positive changes at our school. I also feel enabled to strive for AT being embedded into our whole school life practices. Whether this is supporting our learners to thrive in their school life or by our office staff using translate app to engage with EAL parents. I thank the team for making this a engaging and thought provoking experience.

Thank you. I had no idea what was available to us and this has really helped.

Responses

It would be really useful if, as part of an alumni group email, any latest products that may have been released could be shared with the group, as this would not be an endorsement, just a broadening of knowledge.

From the training, I have thought carefully about our journey and next steps for the next academic year. I intend to: • Deliver training/support sessions for parents on how to use Immersive Reader and Helperbird. • Make sure Assistive Technology is incorporated into our SEN policy and Individual Provision Maps as part of a pupil's provision. • Observe Assistive Technology in action within the classrooms. This would not have been a priority before the training but now we feel it is as it is such a valuable tool for all our learners.

A fabulous course which has shown myself and my colleagues new parts of technology to assist in lessons that we were not aware of.

I just have a frustration with the lack of money to spend on both hardware and AT. However, we are exploring areas whereby we can be "creative", i.e. converting outdated laptops into Chrome Books.

I understand you can't promote certain products over others but it would be really useful to explore more products, software, ideas etc as the opening session blew my mind as to what was out there in just the microsoft package so to be able to explore more options/products would be ideal.

The conversation in school around the initial audit was useful. However, the size of the group attending the sessions limited discussion. I felt a significant amount of the sessions was devoted to educational management theories rather than practical application of assistive technologies. The timing between sessions allowed insufficient time to trial, develop or embed any practices in a meaningful way. Thank you for your efforts in developing the course.

My role is changing in September which means I will have a greater influence over other schools. I will be leading on SEND change across 6 schools as well as the Digital Strategy for primaries - completing this training has opened my eyes into the strategy I will be driving forward in my own school and the other schools across the MAT.

Thank you to the team for all your support, encouragement and understanding throughout the course.

Really enjoyed the training, and being able to talk about ideas and what other schools use. Found it very thought provoking.

Just THANK YOU.

Responses

The course has been the kick start we needed to begin our work with AT in school. The process has been extremely supportive, with knowledgeable and helpful coaching. Although we're starting small, the impact is already significant. Thank you!

The sessions have been well delivered, well planned supplementary info has been excellent, and there has been excellent flexibility when other responsibilities have got in the way.

Thank you for giving a space to discuss and learn from peers.

The training sessions have been extremely helpful. I had not always completed the gap task, or felt very far along on my journey and this was never a problem. Which gave me the confidence to continue and not give-up. This is the start of my AT journey, and what a great start it has been. Thank you!

Thank you for the opportunity to complete this training. It has been challenging, but incredibly valuable and has really started the conversation about how we can best support all our children in school using AT. My eyes have also been opened about the disparity between AT available for students in further and secondary education and those in primary schools.

Thank you for giving me more confidence to use of AT with students, this was the push I needed.

The impact that the AT training has had in my setting is hugely positive. It has allowed me to target the proposals for the use of AT moving forwards. The AT team and my fellow participants within the sessions have moved my understanding and knowledge of AT along massively and I now have the backing of SLT to continue to drive it forwards. This is all thanks to the possibilities to discuss and listen within the group sessions.

Thanks for your support.

Valuable sessions that have allowed time for us all to share good practise within our schools and to learn from each other as well as the course leaders

The AT training team have been fantastic! They were very patient and informative when the group either didn't understand something or wanted more information. It is already making a difference in our school and is set to make a bigger difference in the coming years.

Training was really at high standard. I really liked the instructiveness of this. I had no idea what AT was when started and feels more confident about what is out there and how we can use it.

Responses

Thankyou - the online seminars with Marius and Louise were great. I hope that there is a Facebook group or something set up so we can keep some of the connections we have made on this course.

I felt sometimes too much time was spent in getting feedback on what was happening in individual's schools rather than showing us more different types of AT and how they worked. From my basic level of knowledge around AT that would have been more useful for me.

The sessions have been brilliant - really engaging and informative. Thank you for helping us to extend our understanding and capabilities and to help improve day to day learning, progress and outcomes for our learners. Very excited to have started this journey and keen to continue to explore and adopt AT.

Thank you to the team for the Test & Learn Programme, it has been a great coaching experience. I've also attended one of the webinars (Lexilens) which was extremely interesting.

Thank you for bearing with me and my lack of significant progress. I wish I could have done more during the lifetime of the project.

I have found this a really helpful project. The questions on the Needs Analysis were really thought provoking and I will continue to reflect on these as we improve our AT offer in school. Is it possible to have my initial responses sent to me so that this time next year, I can see how far we have moved on?

Further case studies of the technology discussed in action with specific students would have helped model the implementation and exploration.

Thank you so so much!!

The training has had an impact, by working in a stepped approach we have made huge leaps!

The sessions were well spaced out and completely non threatening. It was really helpful to hear how other schools were embracing AT, and it inspired me to be more ambitious than my initial plan.

I have found the training to be enjoyable and the trainers very informative. An hour at the end of the school day is always hard to maintain concentration but, due to the delivery and personable approach of the trainers, I haven't felt that it has been a chore. I am glad that I was in group O as we didn't need break-out rooms (I am not a fan of these).

Responses

The experience has been valuable and has allowed us to sharpen our focus on the use of technology across the school. The resource bank has provided lots of different opportunities to try new things.

I thought this was a useful project to be involved in. The team leading the training were very enthusiastic and committed to developing AT in a wider range of schools. They were very knowledgeable.

My own understanding of AT has greatly improved.

The relaxed, elongated style of delivery understands the pressures on schools and individuals, and allows for quick wins but then gives the time necessary to implement wider changes

This has been a very high impact programme and it would now be helpful to maintain links to continue finding out more about assistive technologies as this is a continually developing scene. It has been a good networking opportunity to find out more about how other schools are developing their use of AT, it would be really good to be able to maintain these.

The team have been fantastic. Useful resources. Time to explore together through network is the best way to learn from each other. The impact will be great moving forward as it is to form a part of our Development Plan next year. Trialling in some classes has had impact already. It would be useful to access some short training videos for staff from the experts in the early stages of whole school improvement while people are finding their feet and buying in. Thank you to the team; I hope you get to continue sharing your knowledge far and wide to impact on many!

It was really helpful to hear other schools talk about their AT journeys alongside the AT training team. Pupils who who are dependent on adult help when they don't need to be as tech can help instead are happier and more confident.