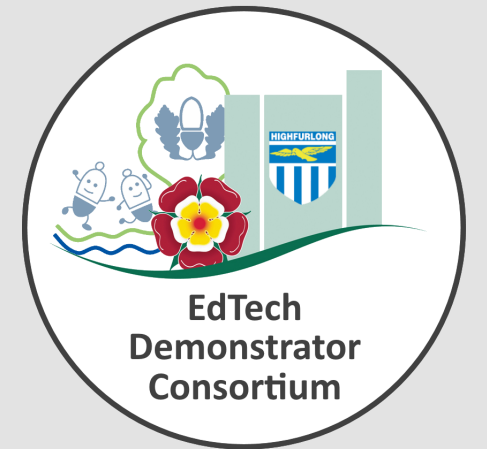
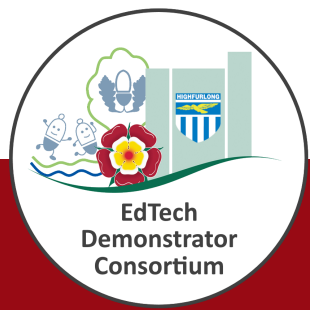


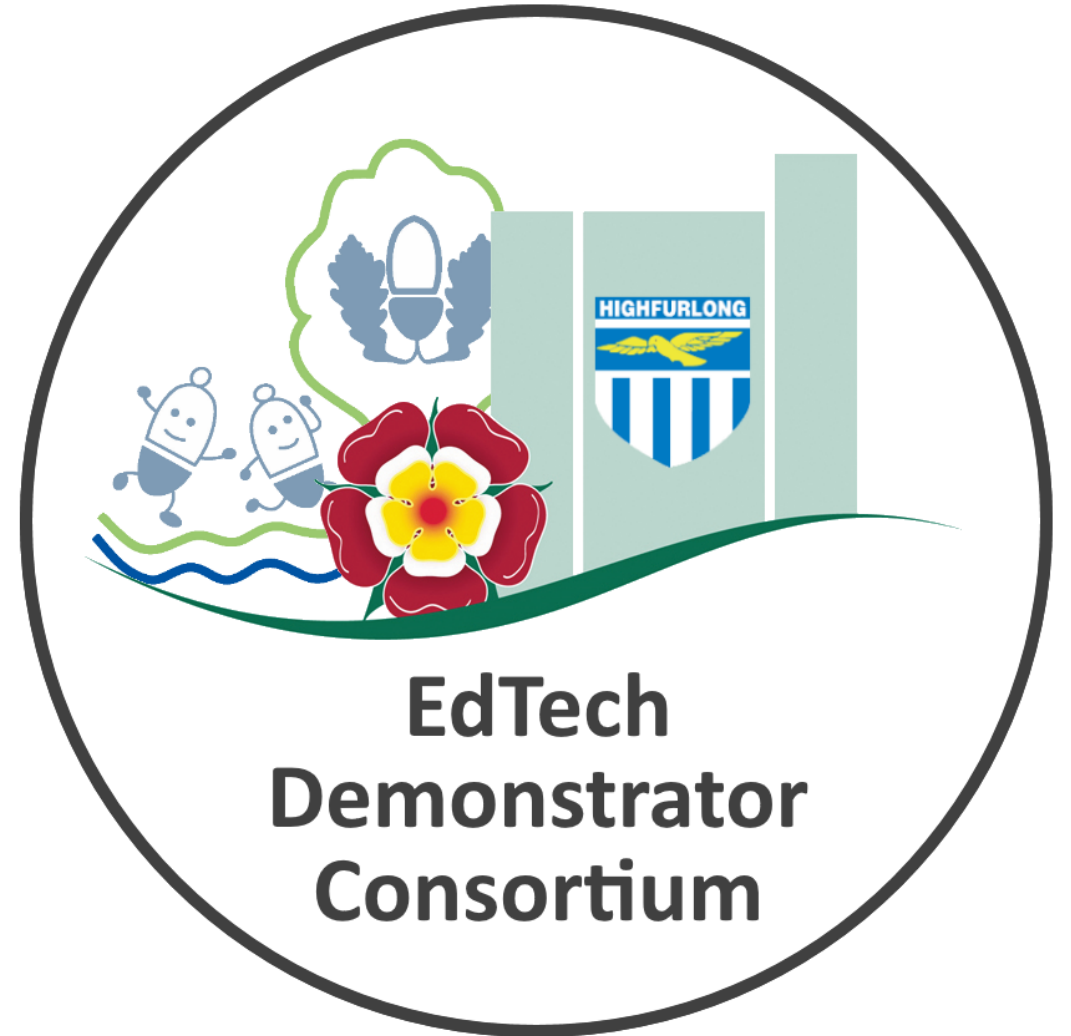
EdTech to support pupils with SEND

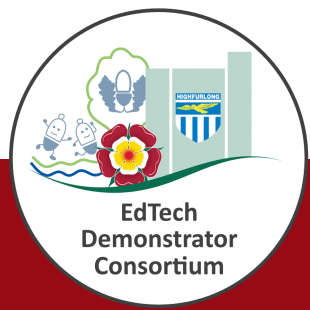




EdTech Demonstrator

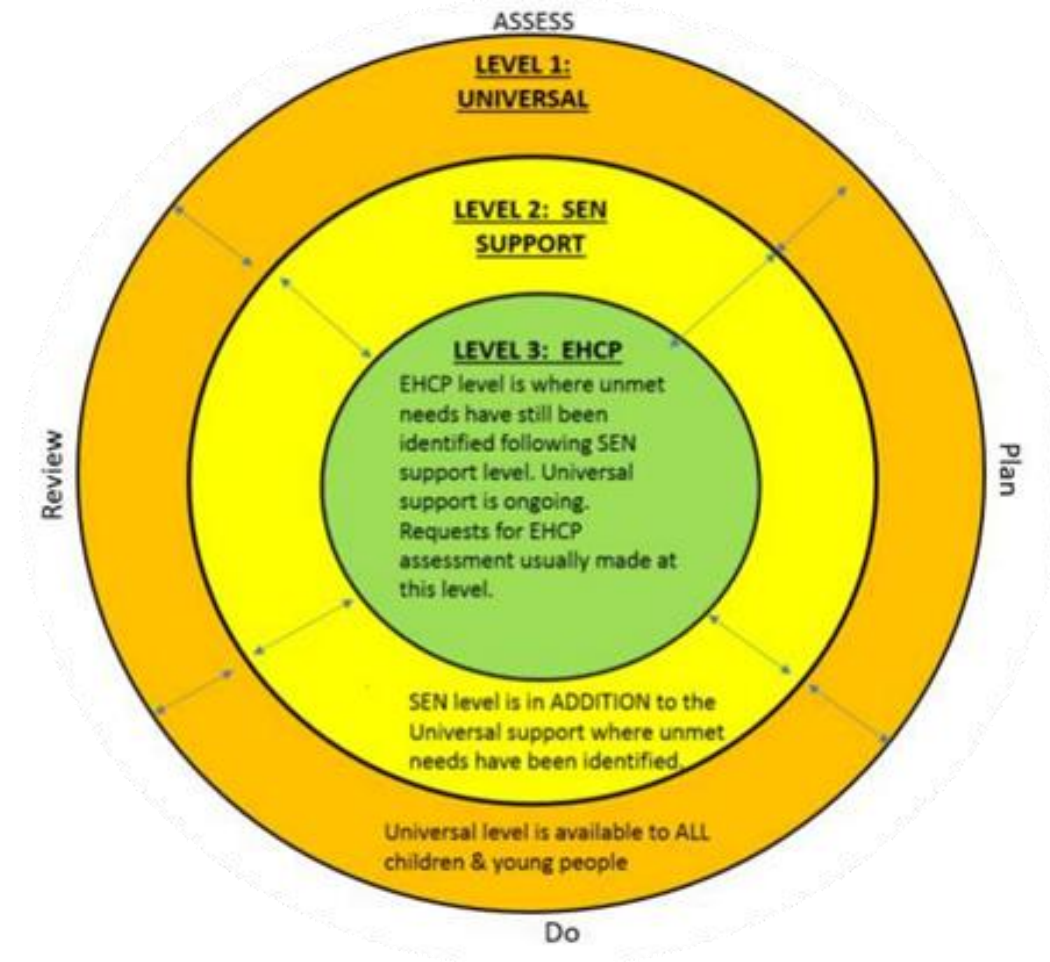
- Demonstrated excellence in the use of technology to support teaching and learning.
- Diverse make-up within the consortium.
- Well equipped to offer support to primary, secondary and post-16 phases.
- Able to give a 'real life' view on how EdTech can be used to support across the whole organisation.

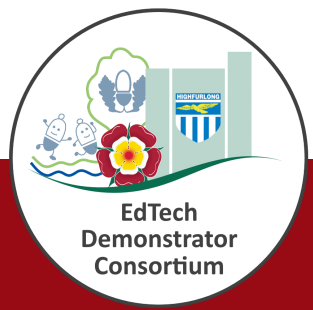




Supporting pupils with SEND

- Good practice at that universal level
 - Immersive Reader
 - Captions
- For pupils on SEN Support
 - Equipment, working through Graduated Response to need, for PD pupils specific access technology.
 - Technology can support all 4 areas of SEND with those 'reasonable adjustments'.
- For pupils with EHCP
 - Are teachers familiar with section F - SEN provision?
 - DfE are looking that for those with EHCP the needs within that are being delivered.



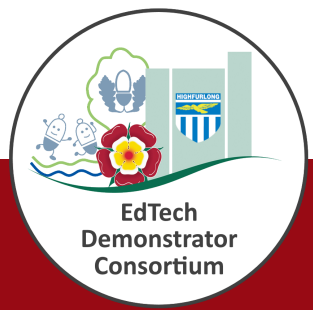


Specific support for SEND pupils



Benefits to using EdTech

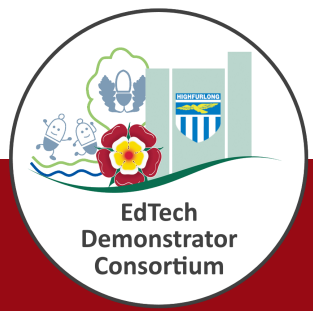
- Removes the high dependency on adults for reading, scribing etc.
- A synthetic voice does not use sarcasm, an impatient tone if the pupil needs to read the paragraph multiple times.
- Allows more time for those with processing difficulties.
- Encourages the pupil to use life long strategies to become more independent which will support them in further education and the world of work.



Self-paced learning

- Vary up the delivery style to support those who need a longer processing time
 - allows opportunities for self-correction and eases anxiety
- Explore opportunities to implement more self-paced learning within the classroom
- Allows more opportunity for processing time for learners
- Consider how you create opportunities for pupils with SEND to contribute to class discussions
- Teacher can provide targeted support.



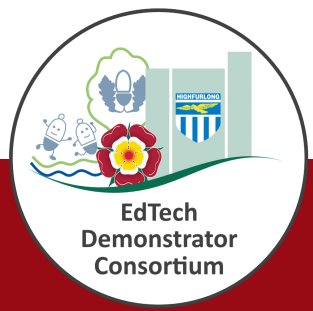


Assistive Technology

We need to consider the access needs of pupils with SEND. This may include:

- Enlarged resources using a magnifier or equivalent
- Alternative access methods such as switch access, eye gaze technology, alternative keyboards or mouse.
- Compatibility of specific access technology with the software you use in school.
- Read aloud and dictation software
- Devices and software to support communication

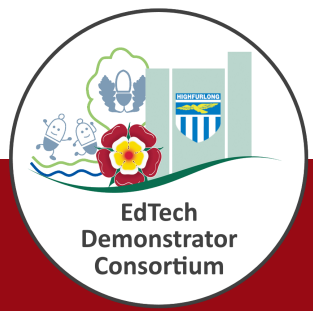




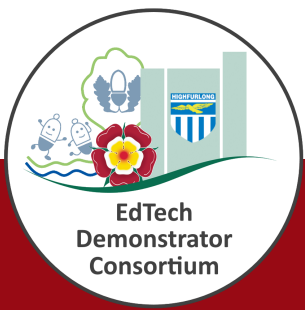
Points consider when implementing assistive technology

- How are you going to choose what technology to use?
- How are you going to assessing the impact?
- Positioning of the user
- Who will maintenance and update
- Staff training needs
- Funding





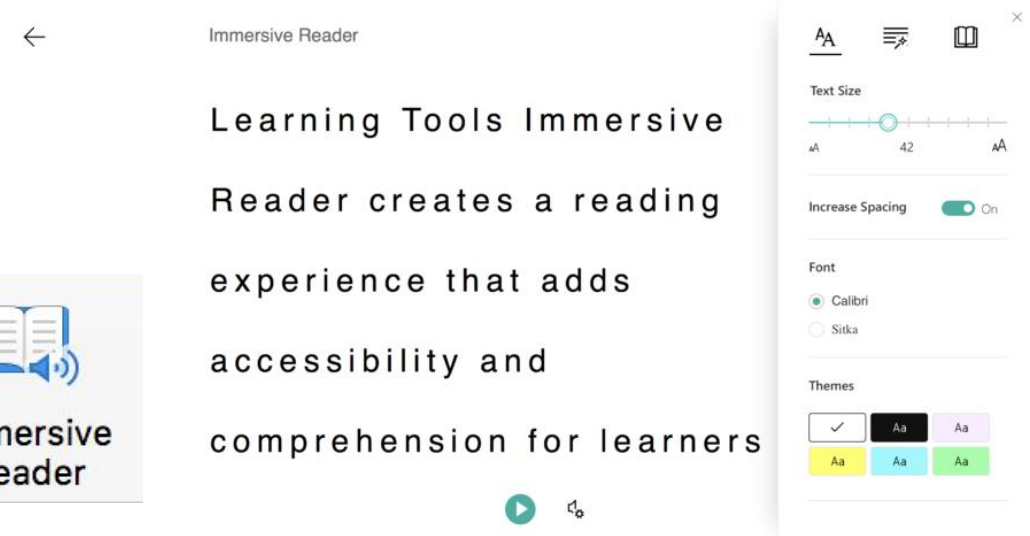
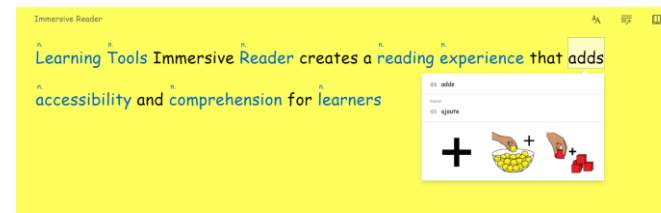
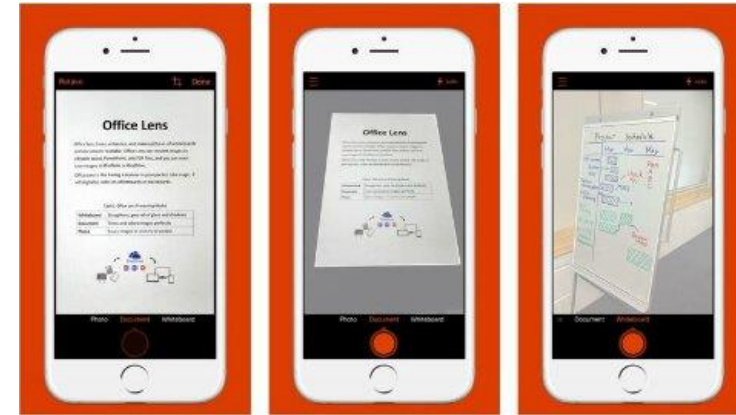
Quick Wins

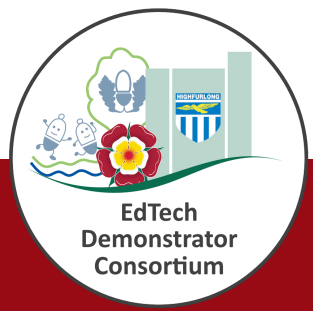


Learning Tools

Use Learning Tools to empower all pupils within the classroom, for example, Immersive Reader/ Read & Write/ Claro for Chrome

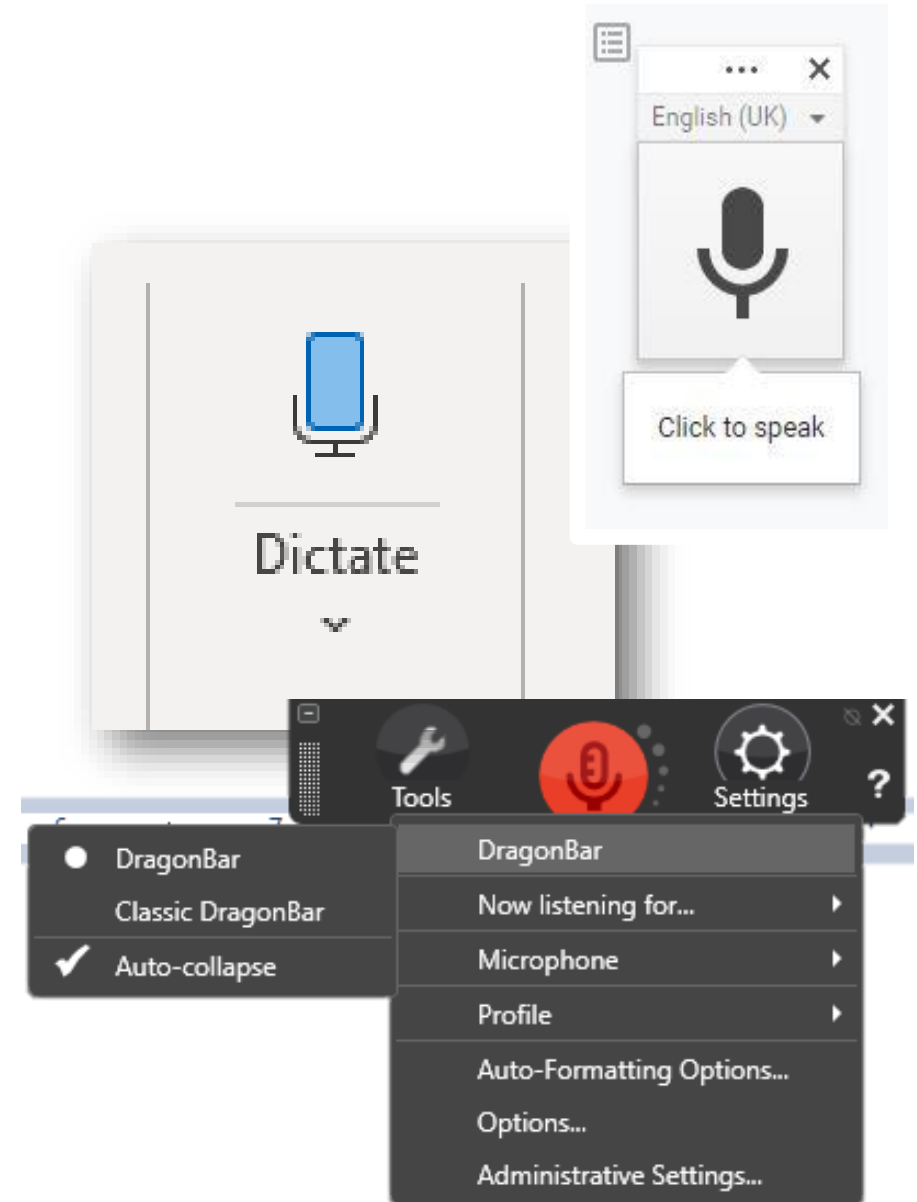
- Office Lens / Google Lens
- Text to Speech
- Literacy Skills
- Dual Coding/ Symbol Software
- Translator
- Grammar Options
- Line Focus

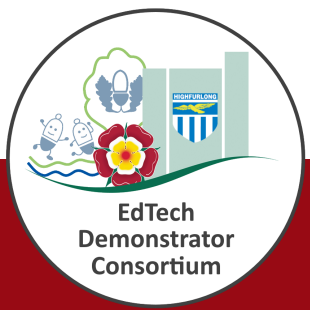




Dictation

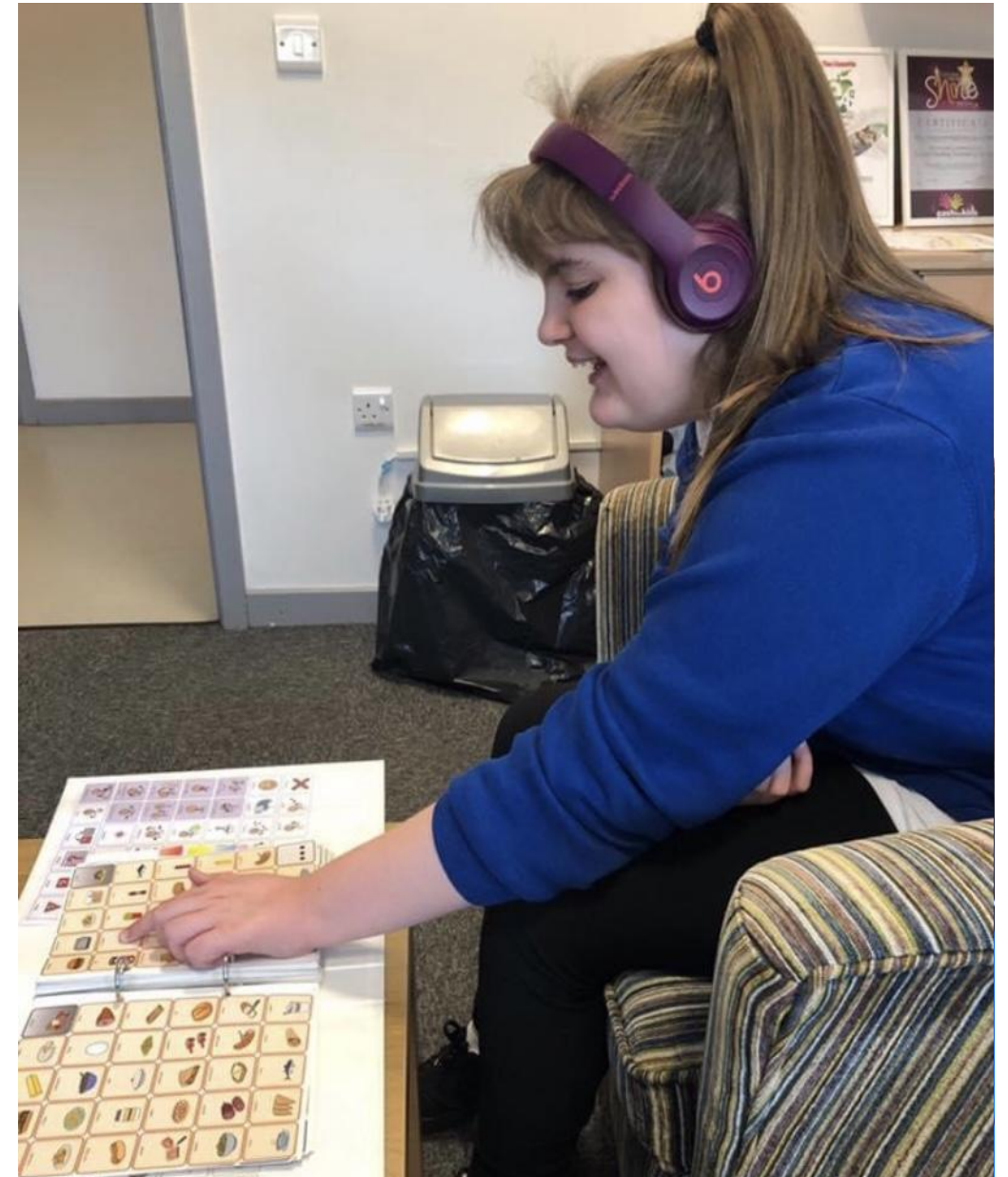
- Google Docs
 - Requires internet and a G-mail Account
 - No need to save documents
- Office 365
 - Large range of accessibility features
 - Available across many of the Office 365 apps
- Dragon
 - Learns as you speak
 - More appropriate for those with additional needs in SLCN

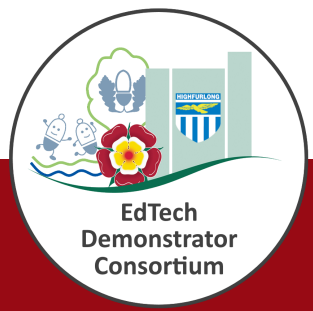




Use of resources to support learning

- Are resources shared in advance to support pupils with SEND?
 - visual timetables
 - task plans
 - lesson resources





What next?

Further Information

- Register your Interest with the **FREE** DFE Demonstrator Programme - [EDTECH Demonstrator Programme \(ucst.uk\)](https://www.edtech.gov.uk/edtech-demonstrator-programme)
- Software guides and pre-recorded content - <https://youtube.com/playlist?list=PLczYwHJdvJ1xETZ2R4ECgTcEekybPjh2k>
- Engage with Social media platforms and reach out to the EdTech Community @OldhamNeill, @ericasmith2019, @Leeasmall, @Paul_A_Edge

Questions?

