Is using technology a form of cheating by the learner?

One of the big problems if we're talking about inclusive technology or using it for access is that people say it's cheating. And I hear this time and time again. It's not the same, it's not fair, it's easier for him. You have to challenge it every time you hear it, because learning is learning. Learning is tough whichever way you do it. That's just the way of the world. And so it's lovely if somebody's wearing glasses, because I asked them to take their glasses off and I give them something very small print to read, and they can't do it. And then I say, well, those are excessive. That's inclusive technology. And then when you've got one teacher who supports the child with that laptop, that they need it, and they go from that to the next lesson, where the teacher says, oh, I don't want, nobody else is using them, pop them away, and the children come and tell us that they don't get equal access in every lesson.

Now, if that child was a wheelchair user, would the next teacher go, excuse me, leave your wheelchair in the corridor. You can't do it. These aren't choices for the children who need this access. So we have to respect that specifically detailed and apportioned inclusive technology goes with the child everywhere and is understood and made welcome and used in every lesson.