

[00:00:00.130] - Speaker 1

For inclusive purposes, in our school we use the technology as one of our many tools to support children who have learning needs. An example of this is for our children who are struggling with phonics. In key stage one, they use a programme called Reading Eggs to allow them to explore and develop their phonics skills independently in addition to getting one-to-one teaching from their TA or from their teacher. And key stage two for children that also say have reading needs and comprehension needs, they get a lot of one-to-one support traditional one-to-one reading support from teachers and TA's in the classroom, but we also have other programmes that they use, for example Lexia to support their syntax of sentences, their grammar, the spelling and their comprehension. That allows the child to explore and develop all those skills at the same time independently and us me as a teacher to be able to assess and see where they are at a certain point in time, what they need to do next, where they need support. So it forms a more holistic approach to supporting children with needs in the classroom.

[00:00:59.540] - Speaker 2

Technology can help with inclusive practise with the accessibility and function of it.

[00:01:03.870] - Speaker 3

Using the Chromebooks is really beneficial as well our SEND students because there's a Zoom function on the accessibility which supports our visually impaired students.

[00:01:14.840] - Speaker 2

iPads are used in large text for them, which is great children who have issues with vocabulary. We have that all set up for them for a pre teach. They have videos which they can watch and learn. We can actually ask questions which children can answer verbally as opposed to have that written down. They're able to use visuals which are very helpful to a lot of children as well as small group work where they can go on and do things like a bug club. They can do certain apps that we have set for them to support them as well. Phonics Learning, which is online for them to support again, but allows us to give them a whole lot of different apps and allows us to resource for children with needs which has been very helpful.

[00:01:58.630] - Speaker 3

Using the Read and Write app likes them an opportunity to listen or to hear their story being read back to them. It also offers them an opportunity to focus clearly on the text that they're writing as well. We also use Dictation with our Google documents, so instead of the children having to type, they can write into the Chromebooks and it types for them. So just giving them that opportunity to be independent will resupport our learners.

[00:02:24.420] - Speaker 1

It might be a child who uses headphones in the classroom to listen to an audiobook during reading time because they're unable to read a book by themselves. It might be a child who struggles with their formation of letters or their pencil grip to work on using a touchscreen either to make the letters and make the numbers or to type on the keyboard. It might be a child who is unable to type but is able to speak and make a sentence and to use voice typing to communicate their ideas and whatever they are feeling, you know, to share that with the class.