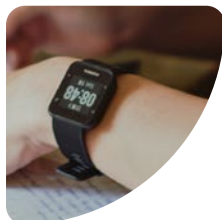


Assistive Technology

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A guide to making reasonable adjustments
and creating accessible learning opportunities



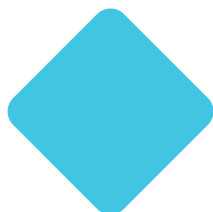
**COGNITION
& LEARNING**



**SENSORY
&/OR
PHYSICAL
NEEDS**



**COMMUNICATION &
INTERACTION**



**SOCIAL,
EMOTIONAL,
& MENTAL
HEALTH
NEEDS**





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■■■ Introduction

Accessibility is the cornerstone of participation and learning. To fully realise the abilities and potential of every learner, equity of access must be provided at every age and every stage.

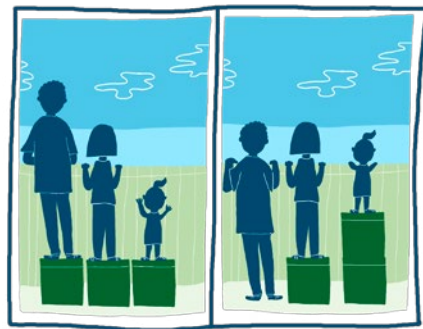
Fundamentals:

Everyone needs to be able to...

- Engage in play
- Continuously learn and grow
- Adapt to transitions and changes
- Cultivate self-care practices
- Attain personal independence
- Foster self-directed learning strategies
- Advocate for conditions that promote holistic well-being

The desire to be successful when developing new skills and abilities drives us. However, the level of challenge should never be so great that we cannot progress.

If learning differences and disabilities are not adequately supported, life-long repercussions to confidence, integrity, and ability to integrate are likely outcomes. Failure to recognise needs and provide timely and appropriate support often results in serious social and economic consequences for the individual and for society.



Equality

Equity

Great teaching paired with assistive technology, provided as early as possible, is the accessibility success formula. Developing and maintaining your knowledge of tools that enhance capability can be transformational. Barriers can be removed when we understand and commit to providing equitable access.

The school SENCo is often the first point of contact for parents and teachers who are identifying barriers to learning, and there is an underlying expectation that they will have a knowledge of tools, strategies and implementation pathways that will translate into appropriate and immediate help.

SENcos are often tasked with developing best practices and providing training to support learners with SEND. Building teacher confidence in using assistive technology and promoting inclusive learning strategies is crucial for fostering independent and self-regulated learning.

The work is never complete; even when we have provided appropriate tools and set up effective systems, we must be responsive and aware of changing needs. Providing impactful support is a process of ongoing review and reflection. To ensure the sustained effectiveness of the support we provide, the key strategy is to foster a collective responsibility for accessibility and its maintenance.