Technology and equipment

The use of **technology** is extremely important in maximising access and reducing sensory fatigue. There is a huge range of accessible software available and in-built accessibility features are improving continuously. It is important that needs are reviewed regularly to ensure all technology and equipment which might be helpful is considered.

"I wish I'd started using a laptop earlier – it was a game-changer at sixth form as I could access the slides without needing to take notes, so I could focus on whatever the teacher was covering. It would have helped me a lot in high school."

18 year old

- ☐ Assistive Listening Device (e.g. FM system), to be provided by Sensory Support Service (SSS) and used within all settings as required in school. Teachers must know how to use the Assistive Listening Device.
- ☐ Option of using tablet/laptop (with access to charging facilities in school) with mirroring software to view teacher's board or laptop, and ability to record work to reduce fatigue and assist with organisation of work for easier access. Examples include TightVNC/Teamviewer
- ☐ Give training to learner about saving and organising their files and folders on their tablet or laptop.
- ☐ Consider use of RNIB Bookshare for accessing textbooks.
- ☐ Use of transcription software (e.g. Live Captions within Windows 11) to provide live transcription of lesson on the whiteboard, or on a personal laptop, tablet or mobile phone may be useful.
- ☐ Permission given to learner to use mobile phone in exceptional circumstances (if tablet/ laptop unavailable) to take pictures and zoom in to access materials.
- ☐ Due to equipment and modified resources, there may be more space needed on the work surface.
- ☐ Permission given for learner to leave class earlier/arrive earlier to next class so that they have time to set up their equipment.
- ☐ Use of magnification tools/ software (inbuilt or bought) e.g. Connect and Learn - Supernova, Ziggi Camera.
- ☐ Having safe area to store IT equipment in school (e.g. curriculum support room/ cupboard), if they do not need to take the equipment home.
- ☐ Use of mobility equipment in school e.g. long cane to be supported – e.g. space made available within school for cane training.

Plan regular reviews to make sure the learner has access to the right technology and equipment, and the staff know how to use it. Don't just put in place and hope for the best!