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## **Use of a straightforward literacy support program with three pupils in secondary settings across the local authority**

### **The context for the use of ICT for Inclusion**

The use of a straightforward literacy support program with three pupils in secondary settings across a local authority (LA).

### **The policy context**

The LA provides advice and support for schools in the provision of appropriate resources for all aspects of special needs education. In this instance the schools were advised to use a trial download. The LA provided training for staff and pupils.

The three pupils involved were one with severe dyslexia in year 8, one with high-functioning autism in year 7 and one with ADHD in year 9.

### **The use of ICT**

All three were provided with laptops and headsets by their schools. A key member of staff was trained alongside the pupil, but the software (Wordq/Speakq) is designed for users to turn on/off features as necessary. It is intended to support writing with predictor, speech feedback and speech-to-text.

### **Key outcomes and benefits**

Pupils were given a means to work independently of adults to complete writing tasks, where previously an amanuensis would have been necessary.

### **Main challenges and obstacles**

In all three situations there were issues about providing laptops, more due to bureaucracy than deliberate intransigence. There was also an issue with getting technical support to load the software. Aside from this, the staff and students involved all quickly saw the benefits. The students in particular were able to learn how the software works and to take responsibility for its use.

### **Additional information**

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