

Professional development and self-assessment record

New Opportunities Fund - ICT Training

Severe and Complex Special Educational Needs



Basic information

(complete before meeting your ICTS tutor)

My name

Training Units A, B and 1-10 received

Initial training day date arranged

date

My email is set up and working

My email address

Training information

(complete after first meeting with your tutor)

My ICTS website user name

My ICTS website password

ICTS website address www.inclusive.net

I have logged onto the ICTS website

My ICTS tutor (1) is

tutor (2) if applicable

Tutor's email address

tutor (2)

I have emailed my ICTS tutor

date

I have begun my portfolio of work

(for printouts of email correspondence, photos of pupils working, copies of pupils' work etc. as your work on the training programme goes along.)

Summary of Units selected

I have looked over the Units and have chosen to study the following:

(tick the boxes for your Units only after reading the Unit summaries)

 A B

If you intend to work on other Units, please indicate the number(s) here for your own record.

Training Units and expected outcomes

Unit A - Communicating with colleagues, accessing information, finding resources

essential Unit



How ICT can improve your own professional efficiency

Using ICT to record and communicate information about pupil needs, attainment and education plans

The use of electronic communication (email, web conferencing, forums) to communicate with colleagues

Finding resources on the World Wide Web (WWW) to inform your professional practice and enhance your teaching

Accessibility issues for your pupils when using electronic communication or the Internet

Supporting pupils in sending emails and publishing their own resources on the WWW

Unit B - Organising your resources

essential Unit



Why and when, and when not, to use ICT

The importance of correct seating and positioning of pupils and equipment

Approaches to organising the learning/working environment

Accessibility features and access resources provided on your computer

Health and safety issues; ethical and legal issues

Where to obtain further information on the organisation of ICT within the classroom

I know that I have to select at least three other Units from the following list of optional Units, depending on my pupils' needs and my own professional development plans.

Training Units and expected outcomes

tick if selected

Unit 1 - Literacy and recording, using symbols, pictures and sound

Providing learning opportunities for your pupils' through the use of symbol and multimedia software

Using symbol and multimedia software to create spectator resources

Using symbol and multimedia software to create participant resources

Making symbol and multimedia resources on the computer accessible to pupils

Creating ICT resources to use with your pupils

How to make the most of the symbol and multimedia resources in your own school

Unit 2 - Literacy and recording, the written word

Ways to use ICT as a tool for teaching and supporting Literacy

How mainstream software can support access to word processing

Software designed to support the writing process

Software designed to support reading.

Identifying pupils who will benefit from access to alternative ways of recording

Preparing materials for students to use

Unit 3 - Language and communication

Appropriate approaches and ICT tools for pupils at different levels of language and communication development

Effective role models (adult and peer) are as important as ICT

Access to the curriculum for students requiring to use communication technology

Using symbol based materials to create a communicative classroom

Three main roles of ICT in the support of students with language and communication difficulties

Hardware and software resources for the creation of communication materials

Unit 4 - Identifying individual needs

What ICT means in the context of pupils with severe and complex needs

Key issues involved in making appropriate ICT choices for pupils with severe and complex needs

Framing the use of ICT for your pupils - School Development Plans, Statements, Annual Reviews, and IEPs

Including ICT within the learning objectives of an individual pupil

The role of co-ordinated teamwork in identifying individual needs and securing successful ICT outcomes

Where to go for help and what specialist services are available

Unit 5 - ICT resources for pupils with multiple disabilities

Technology for pupils with complex learning difficulties caused by a combination of sensory, cognitive, physical and communication impairment

Deciding which of the available technologies is appropriate for your pupil(s)

Integrating technology into IEPs

Direct and indirect uses of ICT in multi-sensory environments; how to apply these within individual pupils' curricula

The use of computers in the context of visual stimulation activities

Using ICT can support the communicative competence of pupils with communication, sensory, physical and cognitive impairments

tick if selected

Unit 6 - Including all pupils in class and group activities

- How ICT can support learners in group activities
- How pupils can communicate in group/class situations
- Software that can be used in group/class situations
- Including all pupils in group/class literacy activities
- Including all pupils in group/class numeracy activities
- Including all pupils in a range of curriculum and social activities

Unit 7 - Accessing technology

- Ways for pupils with physical and learning difficulties to control computer technology
- Equipment and techniques available to help overcome physical and learning difficulties and facilitate accurate control
- Identify which control method(s) are most appropriate for your pupils
- Techniques for the introduction of computer access to facilitate successful control
- Software for assessment, and training in the use of different devices

Unit 8 - The development of switching skills

- Why some pupils may need to use switches
- How to connect switches to the computer and other devices
- The importance of positioning the pupil and the equipment correctly
- Using switches to effect change on the environment (cause and effect)
- Using switches to communicate ideas and report on events to another person
- Recording and reporting accurately how individual pupils are using technology

Unit 9 - ICT for young learners with a visual impairment

- ICT in the context of young pupils with a visual impairment
- Making appropriate ICT choices for young pupils with a visual impairment
- The complex and unique needs of young pupils with a visual impairment in relation to technology intervention
- Possible technology solutions to implement within the learning environment of young pupils with a visual impairment

Unit 10 - ICT for visually impaired pupils

- ICT in the context of pupils with a visual impairment
- Making appropriate ICT choices for pupils with a visual impairment
- The complex and unique needs of pupils with a visual impairment in relation to technology intervention
- Possible technology solutions to implement within the learning environment of pupils with a visual impairment

Practical activities

I know that I have to:

- select at least one activity from each Unit that I undertake (activities are listed towards the end of each Unit)
- collect examples of pupils' work, photos, video, notes etc. (as relevant) throughout each activity and store these in my portfolio
- when I have finished each activity, email my tutor to give a brief written report (approximately 500 words)

(I can also email my tutor at any point as I carry out the activities, with questions or requests for information or help.)

Programme checklist

tick and date (where indicated)

Unit selected	Number of Activity selected	Portfolio updated	Activity completed	Email report sent to tutor	I would like to follow this topic up with more training later
<input type="checkbox"/> A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>
<input type="checkbox"/> B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>
The three Units I have selected					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>

Other Units I have chosen to work through

Unit selected	Number of Activity selected	Portfolio updated	Activity completed	Email report sent to tutor	I would like to follow this topic up with more training later
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> date	<input type="checkbox"/> date	<input type="checkbox"/>
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Individual action plan

On the basis of the Units you have studied and the activities you carried out - and those you did not have time to explore fully - draw up a list of topic areas you would like to follow up and learn more about in the future.

Discuss these with the person responsible for training and development in your school. Your tutor(s) may also be able to suggest how and where further information and training in these areas may be obtained.

Areas to follow up	Notes on possible sources of training/support