



THE UNIVERSITY *of* EDINBURGH

CALL Scotland

Communication, Access, Literacy and Learning



Annual Report
2011 - 2012

CALL Scotland

CALL Scotland, University of Edinburgh

ANNUAL REPORT

April 2011 – March 2012

National Support for Learning
through
Information and Communication
Technology (ICT)
and
Augmentative and Alternative
Communication (AAC)



CONTENTS

1. Summary.....	3
2. Pupil Assessment and Support	4
3. Strategic Leadership	8
4. Specialist Information and Expert Advice.....	11
5. Continuing Professional Development and Training.....	14
6. Assistive Technology Loans and Support.....	18
7. Knowledge Transfer, Research and Development	20
8. Books for All.....	22
9. The Scottish Voice	24
10. Development and support for schools using SQA digital exam papers	25
11. Communication Friendly Schools (CFS) programme.	27
12. Continued development and support of Personal Communication Passports.....	28
13. CALL Scotland Staff and Steering Group Members, 2011 – 2012	29
14. Glossary of acronyms	30

1. Summary

This document reports on the outcomes of CALL's work against the targets set in our original grant application to the Scottish Government. Headline items in the report are:

Pupil Assessment and Support

The number of pupils referred and assessed continues to rise year on year. Over the past year CALL worked directly with 98 learners with complex additional support needs, and with their teachers, therapists and families, across Scotland. Tablet devices, particularly the iPad, have introduced new options for learners; schools and parents are interested in what these devices can offer. A number of pupils with complex physical disabilities that rule out use of keyboard, mouse and even switches, have been assessed for use of new eye-gaze communication and access systems.

Strategic Leadership

Direct work with pupils helps to inform our discussions with local authorities, other national agencies and particularly to inform our input to the National AAC project and the Doran Review. Both of these will report in 2012 and should lead to improvements in provision for learners with complex additional support needs.

Specialist Information and Advice

The CALL web sites were visited a record 291,167 times this year, representing a 52% increase on the previous year. We are developing our methods of responding to requests for advice and information and using blogs, social media and eNewsletters to target dissemination of information.

Continuing Professional Development

CALL ran 57 courses for 790 teachers and practitioners; gave 13 conference presentations and 5 talks for parent groups; had a stand at 13 exhibitions; organised the annual *ICT and Inclusion* roadshows; and hosted the *Family Fun Technology Day* which was attended by 65 children and 77 parents.

Assistive Technology Loans and Support

The Scottish Government provided additional funding for the loan bank and this has led to a 57% increase in the number of loans made. The loan service helps learners, staff and parents to evaluate equipment before purchase, avoiding mistakes and ensuring best value in that only appropriate resources are bought. The equipment loaned this year has a value of £97,000; by eliminating inappropriate equipment choices, CALL has this year potentially saved Scottish schools and local authorities a significant proportion of this amount. Loans also allow users the lengthy trial period often needed in complex cases.

Knowledge Transfer, Research and Development

- The **Books for All programme**, continues to make curriculum materials in accessible formats available to learners across Scotland: 4,678 books were provided either directly from CALL or downloaded from the Books for All Database.
- 'Stuart', the new **male Scottish Voice** was made available in September 2011 and has been well received in schools
- 1,069 candidates from 146 schools requested **SQA Digital Papers** for 2,839 examinations; a 42% increase on the previous year.
- The **Communication Friendly Schools** approach has been adopted by some schools and authorities.
- Work has started on a **Personal Communication Passport app** which will enable parents, professionals and young people themselves to carry, update and share an electronic Passport.
- **iPads and tablet computers** appear to offer exciting new possibilities for many pupils with additional support needs, and there has been a great deal of interest from parents, learners and educationalists. However, these devices also have limitations compared to traditional Windows or MacOS computers and there is a need for research into whether and how tablet computers can benefit learners. CALL is also planning publications and training to support use of these devices in ASN.

2. Pupil Assessment and Support

Funded by: Partnership / Service Level Agreements with local authorities (primarily)

OBJECTIVES

1. Multidisciplinary (e.g. 'team around the child') assessment, follow up and support of individual referred pupils with complex ASN, in mainstream and/or special settings.
2. Advice to staff, parents and families regarding appropriate Assistive Technology and AAC for individual children and young people.

TARGET OUTCOMES

- Individual pupils with additional support needs receive expert multi-disciplinary assessment and where appropriate loan/trial of Assistive Technology and AAC, and support to enable its effective use.
- Schools, families and authorities receive reports & recommendations with respect to Curriculum for Excellence, related targets and IEP development, as required, for pupils receiving individual assessment.
- Schools/units, services and education departments receive advice and input to Communication / AAC Policies, ICT Development Plans, technology purchasing plans etc.
- Local authorities obtain support with assessment, implementation of assessment recommendations and in some cases with the timely production of Co-ordinated Support Plans, as required.

OUTCOMES

- CALL provided assessment and support for 98 pupils in 18 local authorities during the year (*cf.* 81 the previous year).
- 57 new referrals were received (35 the previous year).
- 53 pupils received a comprehensive assessment for ICT / AAC (44 the previous year).
- 94 assessment and/or support sessions were delivered in schools (99 the previous year).
- 14 Partnership Agreements or SLAs were agreed, for 161.5 days work, with local authorities for 2011-12: Angus, Argyll and Bute, Clackmannanshire, Dumfries & Galloway, Falkirk, Highland, Inverclyde, North Ayrshire, Moray, Perth & Kinross, Shetland, South Lanarkshire, Stirling and Western Isles.
- CALL also worked in partnership on Assessment and Support on a less formal basis with 8 local authorities: Dundee, East Dunbartonshire, East Renfrewshire, North Lanarkshire, Renfrewshire, Scottish Borders, West Dunbartonshire, West Lothian.
- 40% of Assessment and Support staff time is spent in schools; the balance is taken up with support by telephone and email, equipment preparation, development work, report writing, etc. (36%) and travel (24%).
- Table 1 shows that that the number of local authorities that CALL has worked with has steadily increased over the last 5 years.
 - The number of pupils referred and supported in schools has increased significantly in the last year. This reflects the number of new SLAs. Possibly it also reflects changes in local circumstances
 - The number of assessment / support sessions provided in schools has remained pretty constant. This is linked to the finite resources of time that CALL has to give to SLA work - and indeed during this particular period, CALL was down a member of staff for a period, due to a maternity leave. We do also always try to develop ways of supporting from a distance, through loans, instruction sheets and other resources, email, web links etc.

Table 1: Assessment and Support 2007-2012

Number of ...	2007-08	2008-09	2009-10	2010-11	2011-12
New referrals	33	29	34	35	57
Pupils assessed / supported on site	78	68	80	81	98
Assessment / support sessions	109	99	95	99	94
SLA/Partnership agreements with local authorities	8	10	11	12	14
Informal collaborations with local authorities	3	3	6	11	8

EVALUATION AND FEEDBACK

Assessment and support is monitored and evaluated both informally and formally. A sample of comments from staff is given below:

"Thanks very much for your visit today, it was really very helpful to see what LT was able to access and how this can support him with his communication and within school to access the curriculum/technology. I have spoken quickly to LT's mum about the visit and said it was positive."

(Feedback from Speech and Language Therapist following assessment visit)

"Thank you for all the work you do and the support you provide to AAC users and their families. Good job!"

(Feedback from parent of CALL assessment and support client)

Literacy Support Evaluation

This year we piloted an evaluation form for pupils referred to CALL for writing or literacy support, and the response from staff and pupils has been positive. A sample response is given below. In this case, the Primary 6 pupil has handwriting and spelling difficulties and following assessment, was loaned a netbook with *Inspiration* mind-mapping software to assist with planning his work, and *Co:Writer* word prediction software to help with spelling accuracy. The form is relatively quick for staff and pupils to complete, provides an opportunity for the pupil to feed back, and we feel gives us useful feedback and evidence about whether the equipment and/or resources loaned have been effective.



Netbook computer and Co:Writer word predictor

Literacy Support Evaluation – staff / parents

1. **What impact has the netbook had on the pupil's ability to access the curriculum?**
 - Immediate impact on J's enthusiasm and attitude to attempt and produce work.
 - Used for
 - a) Word processing: planning, drafting and publishing. J is more able and willing to work independently on these three steps without an adult scribe. J is eager, and able, to be involved in adding to his Co-writer word bank.
 - b) Typing answers to spelling activities - a task which J dislikes when he is writing by hand. He now produces work of a higher level.
 - c) Spelling has improved.
 - An adult currently scaffolds J's work by asking questions about his text, to encourage him to develop his answers/writing. It is planned that if the teacher is checking/marking J's work in his absence, s/he will insert the questions into his text. This will enable J to develop his work in line with his peers, working in their jotters.
 - J enjoys paired work with the netbook. Previously, being left handed the mouse was cumbersome and this was awkward when he was working with a partner.
2. **How has it impacted on his/ her written work (quantity and quality), in comparison with what s/he was able to produce without it?**
 - J has immediate success which encourages him to keep on task. He is willing to expand and build on his work after further class discussion or with an adult.
 - Previously J found typing laborious but Co-writer is changing his attitude and he is very willing and able to type for a much longer period. He finds the netbook keyboard easier to manipulate. It is anticipated that this will be helped further with touch typing lessons.
 - J now copes with thinking up his answers/ideas, typing and spelling. This has resulted in better and lengthier pieces of work produced quicker. Previously these tasks were done separately.
 - J's work is legible. He willingly shares it with peers, allowing them to read it independently of J.
3. **Has it helped him/her to develop the four capacities of Curriculum for Excellence?**
 - a. **Successful learner**

J is able to show and do the best he can. He thinks of new ideas and is more interested in tackling writing activities by himself.
 - b. **Confident individual**

J is happier and more confident. His self-esteem has been raised.
 - c. **Effective contributor**

J is no longer excluded by the position of the computer system. Previously he had to sit with his back to the class because of the location of the computer.
Peers are more ready to allow J to take a role in 'scribing'.

J is able to type his ideas and share with peers, who previously found his handwriting very difficult to read.
 - d. **Responsible citizen.**

J is much more confident about working as part of a group during tasks that require planning/writing.

J takes the responsibility of looking after the netbook seriously, and making sure it is switched on/off when needed.
4. **Any further comments....**

The netbook and software have much more potential for enabling J to be included more into the class and to access literacy activities. As I, and assisting adults, become more familiar with it, and J learns to touch type, I foresee that we will be able to take full advantage of the equipment.

Literacy Support Evaluation – learner

This form is to help you think about the use and effectiveness of the writing tools you have tried out and to compare the technology with handwriting and jotters. Fill in the evaluation form when you feel you have a good idea about what it is like to use the devices(s). Please send a copy of the form to CALL.

Use a scale of 1 to 10. Score 1 if that factor is so bad that you would not dream of ever considering it. Score 10 if it is so brilliant that you could not do without it.

	Handwriting & jotter / paper Score 1 to 10 1=rubbish 10=brilliant	Netbook & Co:Writer Score 1 to 10 1=rubbish 10=brilliant
Writing / typing speed	5 sometimes 4	10
Legibility / quality of writing	4	10
Spelling	5	10
Effort needed to write / type	5	10
Portability (weight / size) lines/size	2/3	10
Ease of use	5	10
Ease of getting a paper copy	-	10
Screen (size / text size / clarity)	-	10
Keyboard	-	10
Battery life	-	10
Word processor & software	-	10
Appearance / cool factor	1	10
Opinions of friends	3	10
Opinions of family	4	10
Opinions of teachers	4 + occasionally 10	10
Your opinion!	1	10
OVERALL SCORE	39 approx	160

Please write any other comments here:

1. Makes me feel I can keep up when working with the rest of the class.
2. I am really missing being able to use Inspiration to plan my writing and make a summary of what I read [J had a time-limited trial copy of Inspiration for evaluation and the trial had just ended when he gave us his comments.]
3. Co-writer and inspiration really help me to get on with my work. I am looking forward to using it again in Primary 7.
4. I don't mind sorting mistakes and making my ideas bigger and better.

3. Strategic Leadership

Funded by: Scottish Government Core Grant

OBJECTIVES

Development of effective policy and strategy in the use of Assistive Technology and AAC for pupils with additional support needs or disabilities in Scotland through collaboration with:

ASLO;
 ADES;
 Augmentative Communication in Practice: Scotland;
 Communication Forum Scotland;
 Equality Unit ((Inclusive Communication projects);
 Local authority managed network providers;
 Doran Review;
 Enquire;
 Glow Futures;
 HMIE & LTS / ES;
 legislation and policy-making bodies;
 National Parent Forum Scotland;
 NHS Education for Scotland (AAC project):
 SICTDG;
 SQA;
 Technologies for Learning Strategy; The Scottish Government;
 UK and international committees and working groups;
 voluntary organisations and charities; notably Dyslexia Scotland, Communication Matters (UK charity)

TARGET OUTCOMES

- Policymakers, planners and managers have greater awareness and expertise regarding the role of Assistive Technology and AAC in helping young people with additional support needs access the Curriculum for Excellence.
- Assistive Technology and AAC targets are included within local authority and school improvement Plans
- AT and AAC infrastructure requirements are considered at procurement stages and become embedded within refresh and re-imaging practices.
- Pupils with additional support needs have improved access to ICT in schools and to Glow.
- Impartial advice channels are available to local authorities to help meet their duties on auxiliary aids and services, impending
- Procedures for multi-agency funding and support for provision of AAC for pupils who need it, is enhanced.
- Provision and access to Assistive Technology and AAC for pupils in Scotland with additional support needs and/or disabilities is more effective.

OUTCOMES

AAC, Communication Matters, & National AAC Project

- With Augmentative Communication in Practice: Scotland, leadership and participation on national AAC issues. The report on the future development of Augmentative and Alternative Communication services in Scotland is due to be published in June 2012.
- Working in partnership with other members of the ACiP:S network to run the annual study day, *Your Communication, Your Rights* for people who use AAC (November 2011) and the *Family Fun Technology Day* (March 2012).
- One issue of the *ContAACt* newsletter was produced in collaboration with ACP:S.



- Editorship of *Communication Matters* Journal, 3 issues per year (Sally).
- Blissymbols UK Committee and Blissymbolics Communication International Symbol Panel (Sally)
- AAC SIG group Scotland (Joanna).

DORAN REVIEW

CALL met with Peter Doran (26.10.11) for a full discussion of a range of issues key to the Doran Review.

CALL submitted a comprehensive written response to the Doran Review Consultation (March 2012)

CALL hosted/facilitated Margery Browning, Education Adviser to the Review, to conduct parent interviews at the Family Fun Day (24.2.12), held further discussions with Mrs Browning (22.6.12), and followed up with additional discussion papers by request.

EDUCATION SCOTLAND

- CALL and Learning and Teaching Scotland collaborated to produce a series of 20 video guides on Books for All (<http://www.books4all.org.uk/Quick-Guides/Video-Guides/>) that were made available on the Education Scotland web site in November 2011, linked to from CALL's sites.



iACCESS (European Union)

CALL was invited to participate in an EU project “Promoting Accessible Information for /Lifelong Learning”, referred to as the i-Access project. The project brought together 70 members from 27 European countries and the resulting report made a series of recommendations for policy makers, organisations and professionals across the spectrum of lifelong learning and/or ICT, that would improve availability of information in accessible formats. Countries were to:



- Raise awareness about accessible information for lifelong learning as a rights issue
- Adopt a multi-stakeholder approach based upon co-operation and information exchange should be taken.
- Cover issues around accessible information provision in the education of all professionals involved in lifelong learning.
- Cover issues around accessible information provision in the education of ICT and media professionals.
- Introduce accessibility as a guiding principle for procurement of all goods and services
- Promote research to develop an evidence base for future policy design, implementation and evaluation.
- Engage in systematic compliance monitoring of accessibility policy.

CALL's contribution to the conference event was significant showing that, through CALL, Scotland is well placed to be a leader in this area with much of CALL's work being held up as excellence in practice.

NATIONAL PARENT FORUM SCOTLAND

CALL participated in the annual National Parent forum Scotland event held at Bishopbriggs High School in November 2011. Despite the event being for all parents and not just parents of a child with additional support needs, the CALL Scotland stand was well attended. Many parents were interested in hearing the Scottish Voices, trying out digital exams, learning about accessible books, trying out communication aids and

finding out about CALL's contribution to Scottish education.

CALL took the opportunity to ask parents what they would like to see on the CALL website, what sort of information they sought and, as a result, made changes to the site. This will result in a revamped CALL website in 2012-13.

SCOTTISH GOVERNMENT

- In June 2011, CALL submitted a paper to the Scottish Government (*Technologies for Learning Strategy: Advancing Equality*) to inform the Technologies for Learning Strategy.
- CALL worked with CereProc to design and develop 'a brother for Heather' and consulted widely to take account of the views of colleagues and of pupils on the preferred voice. In September 2011, the Scottish male voice 'Stuart', was officially launched by Children's Minister Angela Constance, in a Fife School (see right).
- As Chair of Communication Forum Scotland (CFS), Sally, with CFS colleagues and project workers, has worked with the Equality Unit to specify, manage and deliver a completed project on Inclusive Communication (*The Joe Report*).



SCOTTISH QUALIFICATIONS AUTHORITY

CALL continued to work with SQA to develop and support the use of digital question papers and ICT in assessments (see *Development and support for schools using SQA digital exam papers*).

SICTDG

- Sandra is the NAACE Representative to SICTDG
- Stuart Aitken delivered a presentation (30.9.11) on Accessibility and Reasonable Adjustments in line with the Equality Act 2010.

ICT SUPPORT FOR LEARNING, SCOTLAND (ICTSLS)

- Sandra chairs the ICTSLS group.
- CALL provided a Briefing Note to ICTSLS members entitled *Managed Networks and the Equality Act 2010*.

OTHER COLLABORATIONS

- Discussions with software and communication aid suppliers, making an input into product development.
- Participation in conferences, roadshows and other events organised by Dyslexia Scotland.
- Exhibition and presentations at Dyslexia Scotland roadshows and events (Allan, Paul and Sandra).
- Collaboration with BRITE and JISC Regional Support Centre, North and East Scotland to include Further and Higher Education in the *ICT and Inclusion* days.
- Participation on the Right to Read Alliance and eBook Working Group (Paul).
- Membership of the British Assistive Technology Association (BATA).



4. Specialist Information and Expert Advice

Funded by: Scottish Government Core Grant

OBJECTIVES

1. Open access national information and advice service for practitioners, parents, carers and disabled people on all aspects of AAC and/or Assistive Technology.
2. Provision of a specialist library and web search facility for all enquirers.
3. Contributions to publications and newsletters from other national and local organisations supporting pupils with additional support needs.

TARGET OUTCOMES

- Practitioners, parents and carers and people with disabilities obtain free expert advice on AT and AAC.
- Staff, parents and pupils can access free information and download resources from CALL Scotland's web sites.
- Information Sheets and Quick Guides are produced in response to questions arising from individual pupils.
- Publications and books, and up-to-date research findings widely disseminated in an accessible format for school staff, families and therapists.

OUTCOMES

Information and Advice

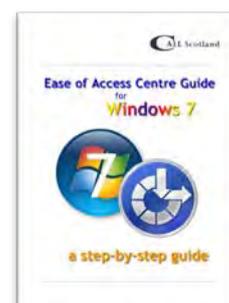
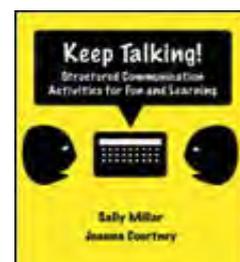
- 556 significant enquiries were received and given a response, compared with 519 the previous year.
- This is a 7% increase compared with 2010-11, but is not a significant change as the number of enquiries varies from year to year.
- 37% of enquiries came through the enquiry form on the CALL web site.
- 60% of enquirers were from education, 15% from health / social work, 17% from families and people with disabilities and 8% were from other sources.

Publications

- Four new books were published during the course of the year:
 - *Keep Talking: Structured Communication Activities for Fun and Learning* by Sally Millar and Joanna Courtney;
 - *National Assessment Resource: Accessibility of Literacy Assessment Tasks* by Paul Nisbet and Stuart Aitken;
 - *Speech Recognition Software in SQA Assessments* by Paul Nisbet, Stuart Aitken and Allan Wilson;
 - *Ease of Access Centre Guide for Windows 7* by Craig Mill;

The first is available printed and bound from the CALL online shop, while the others can be freely downloaded from the CALL web site (or provided in paper format if required).

- 117 publications were sold, compared with 122 last year. *Personal Communication Passports* is still the highest selling publication, with 55 sales this year. There is still sufficient demand to justify producing paper copies for some CALL publications, but dissemination is, increasingly, primarily in electronic format.
- One issue of the *New in CALL* newsletter was produced. After regular publication since 1994, we decided to cease hard copy publication in view of increasing postal charges. In 2011, its function



has now largely been taken over by the monthly *News from CALL Scotland* email newsletter, which has over 2,600 subscribers.

- One issue of the *ContAACt* newsletter for young people who use AAC was produced and circulated.
- 29 CALL Quick Guides were created or updated. All are available free from the CALL web site.
- Social media has become a primary method of dissemination of information. CALL makes extensive use of blogging (82 blogs in 2011-12) and Twitter (212 tweets), though CALL's Facebook presence requires additional work.

Library

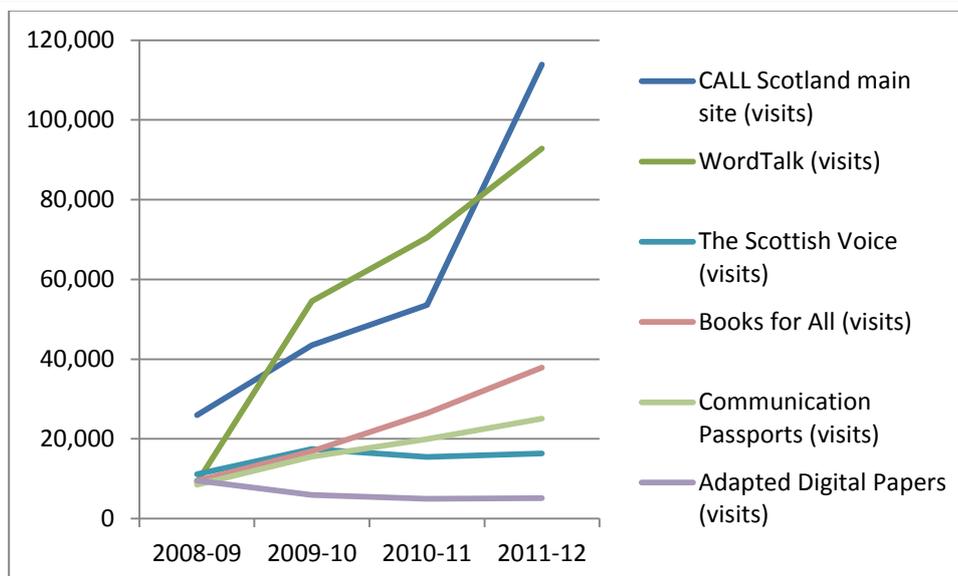
- 26 new titles were added to the library; mainly in the form of free electronic downloads.
- 12 journals are received – this is a decrease from previous years reflecting the move to digital media from paper.

Web sites

- Development and maintenance of the CALL web presence is ongoing.
- There were 291,167 individual visits to the CALL web sites in 2010-11, a 52% increase compared with last year. All of the CALL web sites have had increased traffic during 2011-12, with the main CALL site recording a particularly high increase (+113%), and the Books for All (+43%), WordTalk (+32%) and Communication Passports (+26%) also showing large increases.
- Over the past four years, the number of visits to all of CALL's web sites has increased by a factor of 4 (Table 2). The relatively low numbers of visitors to the Adapted Digital Papers site is hard to explain given the large number of requests and participants on CPD courses and the uptake of the digital papers since their introduction. We assume that the information needed is available from SQA or elsewhere.

Table 2: CALL Scotland web site visits and downloads

CALL Scotland Web Sites	2008-09	2009-10	2010-11	2011-12
CALL Scotland main site (visits)	25,962	43,504	53,571	113,866
CALL Scotland (resources downloaded)		41,358	53,687	43,338
WordTalk (visits)	9,079	54,557	70,506	92,805
WordTalk (copies downloaded)	2,934	15,042	20,037	24,928
The Scottish Voice (visits)	11,162	17,482	15,487	16,347
Heather downloads	662	459	728	588
Stuart downloads				947
Books for All (visits)	9,500	16,909	26,409	37,893
Communication Passports (visits)	8,519	15,530	19,947	25,114
Adapted Digital Papers (visits)	9,578	5,984	4,946	5,142
Total visits	73,800	153,966	190,866	291,167



Visits to CALL web sites 2008 - 2012

EVALUATION AND FEEDBACK

Evaluation forms are sent to a sample of people who have used the information service. Additional feedback is received on an informal basis. 48 evaluation forms were sent out in this period, with a response rate of 29%. Various questions are asked about relevance, timeliness and usefulness of information provided and the overall quality of the service, on a score from 1 (poor) to 5 (excellent). The Information Service was given an overall rating of 4.2 during this period.

Comments:

"Thanks for that. The NaturalReader software seems to work great so I've installed that for the pupil. Thanks very much for your help."

(Technician seeking advice on text-to-speech software for reading web pages.)

"Thank you so very much for getting this together and sending to me. This is a great start and will take me a little while to read properly. I will come back to you at a later date if I need the Annexes please, so don't worry about them for now. Thanks again for your help."

(Lecturer seeking information on Smart Wheelchair research.)

"Thanks again for your help. It is exactly the kind of clear guidance we have been seeking. Very little in relation to her HNPP is clear, so it is really nice to get a clear and straightforward answer!"

(Parent of girl with Hereditary Neuropathy seeking information on speech recognition, particularly for exams.)

5. Continuing Professional Development and Training

- Funded by: (a) Scottish Government Core Grants (CPD development)
(b) Charges to course participants (CPD delivery)

OBJECTIVES

1. Identification of CPD requirements in additional support needs, Assistive Technology & AAC to meet gaps noted in the Donaldson Review.
2. Development and delivery of CPD.

TARGET OUTCOMES

- Practitioners and parents have access to CALL short courses; conferences; exhibitions and post-graduate training.
- CPD in-service is delivered on site in schools and local authorities across Scotland in response to tailored requests from schools, clusters, and authorities.
- Input to teachers' professional development portfolios
- CPD is designed to support staff and local authorities implementing the Curriculum for Excellence and the Code of Practice.
- CALL contributes to two of the three identified areas of shortfall in Initial Teacher education – i) ASN and ii) ICT (see [Donaldson, 2010, p.35](#))

OUTCOMES

CALL-based CPD

- CALL's *CPD Opportunities 2011-2012* brochure was distributed to around 4,000 schools, organisations and individuals in May 2011. Further, targeted mailings for specific courses were sent in June, August, October and February. Information on courses and a booking facility is available on the CALL web site. Details on courses were also distributed as part of the regular CALL email newsletter.
- The CALL CPD courses were offered within five main themes: Books for All: Accessing Literacy across Learning; SQA Digital Exams; Meeting Equality Duties: Improving Services; Technology and Software in Schools; Accessible and Inclusive Communication.
- 240 teachers and others attended 14 courses held in CALL during the year.
- The number of people attending CALL courses increased by 87.5% compared with the number attending 11 courses in 2010-11. The increase is perhaps due to more carefully targeted courses and improved marketing. Evidence from attendees indicates that it can still be difficult for teachers to attend CPD due to lack of 'cover' and also blanket restrictions on travel outwith the authority.
- 4 hardware/software suppliers provided product updates and training for CALL staff and invited guests.



INSET CPD

- CALL delivered 43 INSET courses to 553 participants in schools and other organisations across Scotland.
- The number of INSET courses increased slightly from last year (36), but the number of participants decreased slightly (635 in 2010-11). Numbers attending hands-on courses have to be capped at a realistic number, reflecting computers and 1:1 support available.

Conferences and CPD events

- 13 conference presentations were given (see p. 21) and CALL staff also delivered 5 presentations to parent / interest groups:
 - *Low Cost Software for People with Dyslexia*, Dyslexia Scotland, Forth Valley, 17.5.11
 - *Digital Papers and Books for All*, Dyslexia Scotland, South and East, 8.6.11
 - *Read and Write Gold and other software*, Edinburgh City Libraries Dyslexia Week, 3.11.11
 - *Read and Write Gold and other software*, Edinburgh City Libraries Dyslexia Week, 4.11.11
 - *Books for All, Digital Papers and Access to Text*, Dyslexia Scotland, Angus, 8.2.12
- CALL had a stand at 13 events and exhibitions:
 - Dyslexia Scotland Roadshow, Biggar, 6/6/11
 - Dyslexia Scotland Roadshow, Hamilton, 7/6/11
 - Dyslexia Scotland Roadshow, Falkirk, 8/6/11
 - Dyslexia Scotland Roadshow, Livingston, 9/6/11
 - ICT and Inclusion, Edinburgh, 15.6.11
 - ICT and Inclusion, Glasgow, 16.6.11
 - Dyslexia Scotland South and East Open Evening, Edinburgh, 14.9.11
 - Communication Matters Conference, Leicester, 25-27.9.11
 - National Parent Forum Scotland Conference, Bishopbriggs, 1.10.11
 - Dyslexia Scotland Education Conference, Stirling, 1.10.11
 - Dyslexia Scotland Adult Conference, Stirling, 25.10.11
 - Scottish Council for Independent Schools Learning Support Conference, Glasgow, 10.11.11
 - Education Scotland Special Schools Conference, Stirling, 10.11.11
- A *Family Fun Technology Day* was held on 24.3.12, funded by, and run in conjunction with ACiP:S. 77 adults and 65 children took part in a highly successful day.
- The *Augmentative Communication in Practice: Scotland study day, Your Communication, Your Rights*, was held on 7.11.11 and was attended by 20 people who use AAC, and their support workers.
- The *ICT and Inclusion Roadshow*, run in conjunction with JISC Regional Support Centre, Scotland North and East visited Edinburgh and Glasgow and attracted around 235 visitors. Financial constraints meant a reduction in the number of days from 3 to 2.
- Presentation on digital papers to the eAssessment FE/HE Special Interest Group (2.9.11, Paul).
- Exhibition and presentations at Dyslexia Scotland roadshows and events (Allan, Paul and Sandra).
- Presentation on *'Creating a Communication Friendly Environment'* at SQA Equality and Diversity Week (25.10.11, Sally)
- Half Day presentation on *'Effective Engagement with Learners in FE'* for Scotland's Colleges (5.11.11,



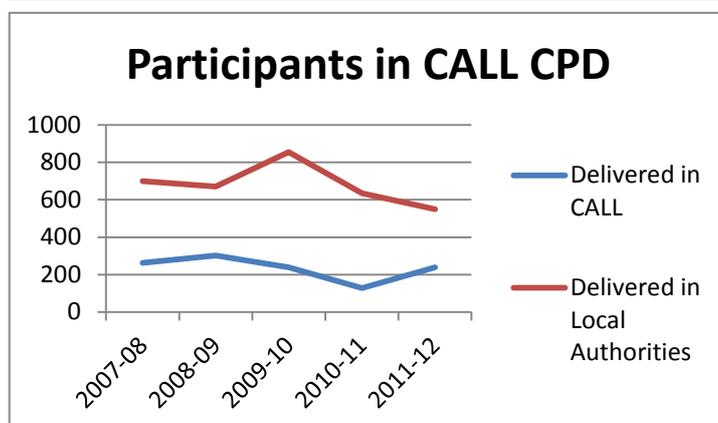
Driving a Smart Platform at the Family Fun Day

Financial constraints meant a reduction in the number of days from 3 to 2.

Sally)

- Study Day on 'Supporting children with severe and complex communication needs', presented in Port Laoise, Eire, (25.11.11, Sally)
- Presentation on 'Creating a Communication-Friendly Local Authority' delivered in Inverclyde, as part of the 'Training for Community and Learning Development workforce initiative' (Sally & Stuart)
- Four *Books for All Strategic Planning Sessions* in Angus, Argyll & Bute and Glasgow.
- *Books for All* presentation to SAVIE group, 30.9.11.
- Four 2-day courses on *Books for All* were delivered to staff in England in collaboration with the Seeing Ear charity.

Summary of CPD Delivery	2007-08	2008-09	2009-10	2010-11	2011-12
CPD delivered in CALL					
Number of courses	7	12	14	11	14
Number of supplier days	6	5	4		4
Number of participants	264	302	239	128	240
CPD delivered in schools / authorities					
Number of courses	41	47	50	36	43
Number of participants	700	670	854	635	550
Presentations at conferences	9	5	7	9	13
Exhibitions	10	8	8	12	13
Talks for parent/voluntary groups				8	5
Family Fun day participants	135		189		142
ICT and Inclusion participants	180	400	391	325	235
ACP:S participants	61	87	80	60	20



Under and post-graduate teaching

- While Paul has delivered teaching sessions on assistive technology and software to Moray House undergraduate Primary BEd. and Postgraduate PGDE students for some years, input is limited to a few lectures per year. The Donaldson Report published in December 2010 noted that "teachers would wish to be better equipped in the areas of assessment, additional support needs, safeguarding and ICT", while the 2008 HMIE report on Education for learners with dyslexia recommended that "Education authorities and universities should co-operate in providing relevant and effective continuing professional development in the range of ICT available". CALL approached course and programme organisers in Moray House to explore how the School could fund CALL staff to contribute more fully to undergraduate and postgraduate courses. It is hoped to develop a 20 credit course to be offered to Postgraduate students, and a 4th year Primary BEd course.
- Allan provided demonstrations and practical sessions to Speech and Language Therapy students from QMUC.

EVALUATION AND FEEDBACK

All events and courses, whether at CALL or out on site, are routinely evaluated through a CALL or local authority evaluation form. 79% of the people attending a course at CALL were 'very satisfied' and 21% were 'satisfied'. For courses held in schools or local authorities, 55% of attendees were 'very satisfied' and 42% were 'satisfied'.

"My new learning will be used on my pupils when needed, if I have a better knowledge I can support my students better."

(Teacher on Making Books for All course)

"It was very well planned with clear information and notes supporting the course. I came away with a great enthusiasm and confidence to support learners through use of ICT."

(Teacher on Digital Papers INSET)

"Really enjoyable day. It's invigorating to see so many enthusiastic practitioners using ICT in motivating ways."

(Teacher on ICT and Inclusion)

A more long term evaluation is also carried out, sending forms out to participants on a sample of courses six to nine months after the course in order to assess the impact of the course. The long term evaluation is particularly helpful in identifying difficulties experienced by teachers when they return to school after a course. Forms for courses run between September and December 2011 were sent out in June 2012. The evaluations measure increase of knowledge about the subject; the use of resources provided on the course; the extent to which training has been implemented; overall impact on professional practice. Each is measured on a scale from 1 (low) to 5 (high). Forms were sent to course participants by email, with a response rate of 42%. The average score for impact on professional practice was 4.62 out of 5, compared with 4.31 in 20110-11. Sample comments:

"I don't think the course could have been improved - it was excellent and I left feeling fully enthused. It is only circumstances that have prevented me from making full use of my learning."

(Teacher on Clicker 5 course.)

"Course provided a starting point for introducing digital exams in our department. Very useful on how to convert our own exams to digital. Would be good if had the chance to bring own examples to practice on and develop with the expertise on hand to help. Materials very useful but need to practice skills."

(Teacher on Implementing Digital SQA Exams course.)

6. Assistive Technology Loans and Support

Funded by: (a) Scottish Government Core Grants (Assistive Technology Loans and Support service)
(b) other income (estimate £20,000) for purchase of new equipment for Loan Bank, in 2011-2012

OBJECTIVES

1. Provision of a Scottish National Loan Bank of Assistive Technology.
2. Free access to key Assistive Technologies for pupils in Scotland, via the CALL web sites.

TARGET OUTCOMES

- Practitioners, parents and carers and people with disabilities can borrow Assistive Technology and AAC for evaluation before purchase as part of assessment and provision. CALL contributes: to more efficient use of public money under best value; to authorities better able to meet their duties under: the Education (Additional Support for Learning (Scotland) Act 2004/9 & associated SfL Code of Practice (2009); and to authorities anticipating duties on providing auxiliary aids and services (expected Sept 2011).
- Searchable online database of Assistive Technology and AAC items available for loan. Teachers and other support staff have a front line, high quality source of hardware advice allowing follow-up where required.
- Configuration and/or adaptation of hardware and software to meet specific individual needs.
- Free download of WordTalk, the text-to-speech program for Microsoft Word users (PC only). Each download and use represents triple savings to the Scottish public purse in i) offering text-to-speech at no cost for the most widely used software in Scottish schools, ii) increasing authorities' range of tools to consider as reasonable adjustments, and iii) helping with anticipatory steps to meet duties under both auxiliary aids and services, and requirements for accessible information.
- Free download of Heather, The Scottish Voice, for pupils in Scotland. See comments made in relation to WordTalk, above. The Scottish Voice confers an additional but important benefit. Those who require alternative formats in the form of audio can benefit from a high quality voice output for WordTalk or other software.

OUTCOMES

- 375 devices and software products, with a value of £100,149, were added to the Loan Bank last year.
- 330 of these items, costing £74,142, were purchased through funding from the Scottish Government. The remaining items were either provided free by suppliers for evaluation purposes, or purchased through other funding sources.
- We are very grateful to the Scottish Government for additional funding provided in March 2011 and again in March 2012 to update equipment in the Loan Bank. This allows us to make available some of the latest communication aids and other devices. Some of the equipment purchased in March 2011 did not arrive until later and has therefore been included as new equipment added in 2011-12. Similarly some equipment purchased in March 2012 did not arrive in time to be included in this year's report.
- We are also grateful to the various suppliers who provided us with free evaluation copies of software and equipment to the value of just over £25,000.
- The new equipment was publicised through a series of blogs, email newsletters and a special issue of *New in CALL*.
- The new equipment has led to an immediate increase in the number of loans made. 222 new equipment loans, with a total value of over £97,000, were issued to clients in 25 local authorities.



**Eye-gaze controlled
communication aid**

- Compared to the previous year, the number of loans increased by 57%; the value of equipment loaned increased by 130% and the number of local authorities borrowing equipment increased by 14%.
- 174 instances of technical support were recorded, compared with 79 last year. The main area of growth was the preparation of accessible books and resources for pupils with print disabilities. Other areas of growth included advice and support for people using eye-gaze systems and advice on setting up iPads and apps.
- New equipment brings new development work, for example; evaluation and dissemination of information; and development of vocabularies in new formats with new features, for users.
- Loans and technical support of equipment are a significant 'best value' service, representing a substantial saving to schools and local authorities by ensuring that they buy only suitable and successfully trialled equipment and preventing them from making inappropriate purchases.

Summary of Loans Issued by CALL	2007-08	2008-09	2009-10	2010-11	2011-12
Number of loans	230	134	154	142	222
Value of loans	£51,000	£30,000	£52,000	£42,000	£97,000
Number of items added to loan bank	240	174	179	294	375
Value of items added to loan bank	£27,000	£30,000	£33,000	£80,934	£100,149
Number of instances of technical support	31	47	83	79	174

EVALUATION AND FEEDBACK

Borrowers are asked to complete a feedback form when returning equipment. There was feedback on the outcome of a loan for 64 of the 161 loans returned in 2011-2012. Of these, 58% indicated that the 'Equipment met the client's need'; 19% 'did not meet the client's need' and 23% were 'inconclusive'. 46 feedback forms gave an indication of intended future action. Of these, 37% stated that they would try to buy the system that had been borrowed. Overall, 60% of borrowers who provided feedback were 'very satisfied' with the CALL Loan Service and 40% were 'satisfied'.

"We used this to great effect with a young lass with CP to access the SMART chair. The reduced wrist movement required due to the sliding action suited her perfectly and we have now received the one we have purchased for her specifically in school."

(Occupational Therapist on loan of joystick for Smart Wheelchair.)



Moozi joystick

"Excellent service, very helpful advice. Will return for further info and advice."

(Speech and Language Therapist on loan of sound activated switch.)

"Initially, C. treated equipment like a toy - she just wanted to press buttons, jelly bean etc. After familiarisation she was able to use successfully after a few weeks. I am pleased to report that in my opinion C. is now ready to progress to another form of mouse."

(Teacher on loan of trackball)



Trackball

7. Knowledge Transfer, Research and Development

Funded by: Scottish Government Core Grants and other funders (see individual projects/activities, below)

OBJECTIVES

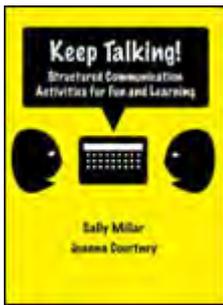
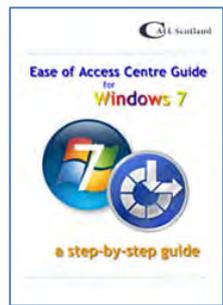
1. Identification of needs and development of research project proposals.
2. Dissemination and knowledge transfer of products and outcomes of project with stakeholders in Scottish education.

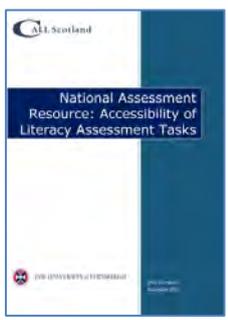
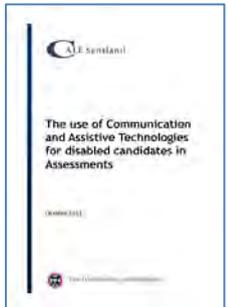
TARGET OUTCOMES

- Research bids, successful completion of projects, dissemination of research and development products and outcomes all help to raise the profile of Scotland on both the UK national, and international stages. CALL Scotland has achieved several world firsts, bringing prestige to both the university and to Scotland. Each solution originated as a response to a problem identified with one or children with either ASN or disabilities, or both.
- Collaboration with research and development partners, to ensure ASN is covered. CALL Scotland's research, development and knowledge transfer is relatively unusual in that all projects are rooted in 'front-line' work with children and young people with results / solutions transmitted by:
 - direct support to pupils;
 - advice and information service;
 - CALL web site and publications;
 - CALL CPD programme;
 - contributing to the policy framework and, from first hand knowledge, being able to benchtest the effect of emerging policy on children and young people with disabilities or ASN.

OUTCOMES

Papers and articles

<p>Millar, S. & Courtney, J. (2011) Keep Talking: Structured Communication Activities for Fun and Learning. CALL Scotland. http://www.callscotland.org.uk/Shop/Books/</p>		<p>Mill, C. (2011) Ease of Access Centre Guide for Windows 7. CALL Scotland. http://www.callscotland.org.uk/Resources/Books/Ease-of-Access-Centre-Guide-for-Windows-7/ http://www.callscotland.org.uk/Resources/Books/</p>	
<p>Nisbet, P.D. (2012) SQA Digital Papers 2011. Report for Scottish Qualifications Authority. CALL Scotland. http://www.AdaptedDigitalExams.org.uk</p>		<p>Nisbet, Paul (2012) Accessible digital assessments for students with disabilities: specification, formats and implementation in schools, Journal of Assistive Technologies, Vol. 6 Issue 2, pp. 136 – 151. http://dx.doi.org/10.1108/17549451211234984</p>	

<p>Nisbet, P. D., Aitken, S.A. (2011) National Assessment Resource: Accessibility of Literacy Assessment Tasks. Report to Scottish Qualifications Authority. http://www.adapteddigitalexams.org.uk/Downloads/Reports/</p>		<p>Nisbet, P. D., Aitken, S.A., Wilson, A. (2011) Speech Recognition Software in SQA Assessments. Report to Scottish Qualifications Authority. http://www.adapteddigitalexams.org.uk/Downloads/Reports/</p>	
<p>Nisbet, P.D., Millar, S., Courtney, J., Aitken, S.A. (2011) Communication and Assistive Technologies for Candidates with Disabilities in Assessments for National Qualifications at SCQF Levels 3, 4 and 5. Report to Scottish Qualifications Authority. http://www.adapteddigitalexams.org.uk/Downloads/Reports/</p>			

Conference Presentations

- Aitken, S. (2011) *Books for All*. ICT and Inclusion Edinburgh and Glasgow, 15/6/11 & 16/6/11.
- Aitken, S. (2011) *Books for All: Changing the System*. I-Access Conference, Copenhagen, 23/6/11.
- Aitken, S. & Nisbet, P.D. (2011) *How can you be a successful learner if you have difficulty reading books?* Scottish Learning Festival, 22/9/11.
- Aitken, S. (2012) *Involving Children with Communication Support Needs in Important Educational Decisions*, ESRC Think Tank 3, 26 January 2012, Edinburgh.
- Courtney, J. & Millar, S (2011) *iPods/ iPads for Communication*, ICT and Inclusion, 15 June 2011, Edinburgh.
- Courtney, J. (2011) *iPods/ iPads for Communication*, ICT and Inclusion, 16 June 2011, Glasgow.
- Millar, S. (2011) *Supporting children with severe and complex communication needs*, Irish SLT Paediatric Intellectual Disability conference, 25 November 2011, Port Laoise.
- Nisbet, P.D. (2011) *Reliant on readers or independent with ICT?* ICT and Inclusion Edinburgh and Glasgow, 15/6/11 & 16/6/11.
- Nisbet, P.D. (2011) *Adapted Digital Exam Papers*. Dyslexia Scotland Education Conference 2011, 1 October 2011, Stirling.
- Nisbet, P.D. (2011) *Independent with ICT, or reliant on readers? Can technology replace readers in examinations?* British Dyslexia Association 8th International Conference. 2 to 4 June 2011. Harrogate.
<http://bdainternationalconference.org/>
- Nisbet, P.D. (2012) *SQA Digital Papers*. SQA Equality and Diversity week. SQA, Dalkeith, 6/3/12.

8. Books for All

Funded by: Scottish Government Core Grant

OBJECTIVES

- Raise awareness and expertise of and with Books for All
- Provide pupils with accessible copies of textbooks and learning materials

TARGET OUTCOMES

- Local authority services, staff, parents and pupils are aware of legal entitlements and obligations, and of the availability of learning materials in accessible formats.
- Local authority senior officers are made aware of the potential for savings to the public purse by implementing strategic approaches to the identification and delivery of materials in alternative formats (including those subject to copyright).
- Publishers are more aware of the needs of print disabled learners and better prepared to provide materials in alt formats
- Increased number of materials in alt formats made available for pupils to access.
- Pupils in Scotland with print disabilities have access to books and resources in suitable accessible formats through the Books for All web site and Books for All Scotland Database.
- Pupils, parents and staff know how to access and use learning materials, through CALL support and CPD and the Books for All web site <http://www.books4all.org.uk>

OUTCOMES

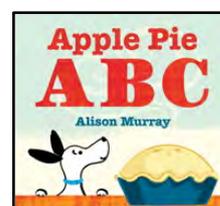
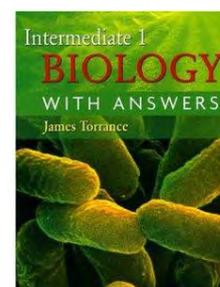
Awareness raising and CPD

- To raise awareness and build capacity in schools and local authorities, CALL offered to facilitate strategy planning meetings in local authorities with for example managers in Support for Learning, ICT support, Additional Support Needs, Literacy, VI and Sensory Support. In 2011-12, sessions were held in Angus, Argyll & Bute and Glasgow. Feedback from participants has been good.
- 52 participants attended four courses on various aspects of Books for All in CALL.
- CALL continued to develop the Books for All web site (over 3,000 visitors per month).
- CALL delivered four 2-day courses on Books for All for practitioners in England, through links with The Seeing ear charity.



Provision of Books for All

- 136 Hodder Gibson textbooks in accessible digital format are now available from CALL through the Books for All web site.
- CALL worked with the Scottish Book Trust and publishers to create and distribute accessible digital versions of the shortlisted titles for the 2011 Scottish Children's Book Awards. For the first time we produced some of the books in Daisy format. There was good response to the accessible books and we hope to repeat the collaboration in 2012.
- The annual return to the Copyright Licensing Agency, listing copies of accessible books prepared and distributed directly by CALL, showed that 755 digital books were issued to pupils who are unable to access standard print materials between July 2011 and June 2012. This compares with 342 the previous year.
- The number of requests to CALL for accessible digital books has increased



considerably over the past year. Sourcing, adapting and providing books in accessible formats is becoming a significant CALL service.

Books for All Database

- For 2011-12, CALL took over management of the Books for All Database from Learning and Teaching Scotland, with additional funding from the Scottish Government.
- TeeJay Maths provided all of their textbooks in PDF digital format and these have been adapted and added to the Books for All Database.
- The Books for All Scotland Database now has 1261 items listed with 349 entries being added in 2011-2012.
- 3923 books were downloaded by 389 users in 2011-12, compared to 2012 books by 289 users the previous year; a 35% increase in the number of users and a 95% increase in the number of downloaded books.
- Access to the database is password protected and staff log in using their Glow account, or their school's Scran log-in. However, many staff do not appear to know their Glow password and username, and computers in some schools are not registered with the Scran database, which means that some staff cannot access the database. We will monitor and continue to develop the database to improve access.
- Feedback from staff who have downloaded books from the database has been very good.



 <p>Open</p> <p>Nelson English - Development Book 2 Book 2</p> <p>Jackman, John; Wren, Wendy</p> <p>Large Print</p> <p>16 pt</p>	 <p>Open</p> <p>Nelson English - Development Foundation Book</p> <p>Jackman, John; Wren, Wendy</p> <p>Large Print</p> <p>18 pt</p>	 <p>Open</p> <p>Nelson English Skills Book 3 English Textbook</p> <p>Jackson, John</p> <p>Large Print</p> <p>24pt</p>	 <p>Open</p> <p>Standard Grade BITESIZE Revision - English English Standard Grade</p> <p>Sutherland, George; Allan, Jenny; Donovan, Anne; Fitzpatrick, Brian; based on original text by: Gamson, Trevor; Pilgrim, Imelda; Slee, Marian; Schofield, Belinda</p> <p>eText</p> <p>Scanned, partial OCR, Reader-Enabled</p>
 <p>Open</p> <p>Standard Grade English Credit Standard Grade Credit</p> <p>Seely, John; Kitchen, David; Gibson, Gordon; Gifford, Anne</p> <p>eText</p> <p>Scanned, partial OCR, Reader-Enabled</p>	 <p>Open</p> <p>Standard Grade English General Standard Grade General</p> <p>Seely, John; Kitchen, David; Gibson, Gordon; Gifford, Anne</p> <p>eText</p> <p>Scanned, partial OCR, Reader-Enabled</p>	 <p>Open</p> <p>Standard Grade English Revision Notes Standard Grade</p> <p>Greco, Sheana</p> <p>eText</p> <p>Scanned, partial OCR, Reader-Enabled</p>	 <p>Open</p> <p>Stories by English authors: England</p> <p>Various</p> <p>eText</p> <p>12pt</p>

Related developments in England

The Department for Education in Westminster awarded RNIB and Dyslexia Action £1.35 million over 2 years, to create a collection of “accessible curriculum resources to support learners who cannot use standard print materials, particularly those with dyslexia or who are blind or partially sighted.” In summer of 2011, RNIB staff asked CALL for advice regarding suitable mechanisms for hosting their collection, and subsequently RNIB chose Scran, who host the Books for All Database.

The Load2Learn database (<http://load2learn.org.uk/>) has around 1000 books and 730 images. Schools wishing to access Load2Learn pay a yearly subscription charge based on the number of pupils ranging between £180 for a school with less than 100 pupils, to £810 for a school with more than 1200.

At these rates we estimate it would cost around £900,000 per annum for every school in Scotland to access Load2Learn: we suggest that Scottish Government funding for CALL to develop and manage the Books for All Database is far better value for the public purse.

9. The Scottish Voice

Funded by: Scottish Government Core Grant

OBJECTIVES

- a) Maintenance and dissemination of the female Scottish voice
- b) Development and dissemination of a male Scottish computer voice.

TARGET OUTCOMES

- Learners, patients and public sector workers in Scotland can use a high quality male Scottish voice for accessing information and for communication. Increased opportunities to engage with literacy by looked after and accommodated children and through partnership working and other GIRFEC frameworks.
- Users can download the voices from the CALL web site or request the software on CD.

OUTCOMES

- The Scottish Voice web site received 16,347 visits in 2011-12, which is a small increase on the previous year. Heather was downloaded 588 times.
- In March 2011, the Scottish Government provided funding to develop a male companion to Heather, and on 14th September 'Stuart' was officially presented to Scottish education at Hill of Beath Primary School in Fife by Children's Minister Angela Constance.
- The new voice has been downloaded 947 times between September 2011 and March 2012 and the response from staff and pupils has been excellent.
- Even although the Scottish voices are very high quality, some words may be incorrectly pronounced, and so CALL continually works with CereProc, the developers, to improve the accuracy of the voice. Accurate pronunciation is particularly important for pupils using the voices to read SQA digital examination papers, and so we checked all the 2011 Standard Grade General and Higher papers (69 papers, 927 pages, approximately 93,000 words) and identified 259 words which were not pronounced correctly. The list was passed to CereProc and new versions of the voices were made available in April 2012.
- Pupils and staff rely on local authority ICT services to install the voices on school computers, and we know that some local authorities have the voices as part of their standard 'build'. However, feedback from staff indicates that the voices are not available on all machines. There is a need to work with local authorities to audit the provision of the voices so that all pupils have access to the voices.
- Most male pupils who use a voice output communication aid have chosen to adopt or change to the new Stuart voice. Unfortunately it only runs in Windows-based devices that take SAPI 5 voices, and so cannot be loaded into some dedicated communication aids with different operating systems or iPad / iPod.



USER FEEDBACK

- Boys who use voice output communication aids have been overwhelmingly delighted by the Stuart voice, as previously, the only voices available for them to use were American 'child voices' that all sound a bit squeaky and cartoony (one is a ringer for Marge Simpson) or adult male voices speaking Received Pronunciation English in a very posh south of England accent. To be able to sound 'normal' is overwhelmingly important to many aspects of communication aid use – for example, self-confidence and the development of social competence. It could even make the difference between effective adoption and use of a communication aid, and aid abandonment. We have no quotes to illustrate this, though – as these users by definition have difficulty expressing themselves. New users just accept the voice unquestioningly – they don't realise what an improvement it is on previous options – they just sort of 'recognise' it as normal and accept it. Some staff and families even think it is a recorded voice / someone they know, when they first hear it.
 - *"That sounds like somebody I know.....oooh, is it David Tennant?"*

(Speech and Language Therapist)

10. Development and support for schools using SQA digital exam papers

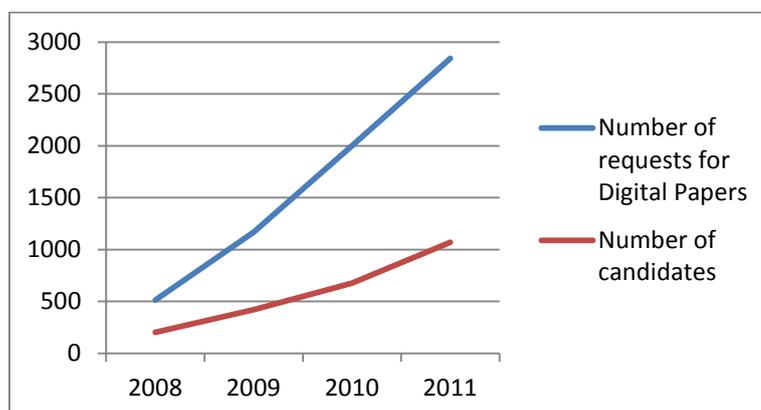
Funded by: SQA

TARGET OUTCOMES

- More pupils in Scotland can access digital exams independently and rely less on reader/scribes.
- Potential savings to the public purse are significant but realisation will depend on senior managers and senior officers in authorities engaging with that implementation. CALL is uniquely placed in being able to provide support because of understanding of how systems operate across authorities – from pupil, to classroom and school, network management through to education authority and/or corporate procurement processes.
- Practitioners, parents and pupils can obtain up to date information from the CALL web site.

OUTCOMES

- CALL and SQA continued the very successful work on Digital Exams and there were 2,839 requests for digital papers on behalf of 1,069 candidates from 146 centres in 2010.
- This represents a 42% increase in the number of requests; a 58% increase in the number of candidates; and a 45% increase in the number of centres. Over a third of Scottish secondary schools used the papers in 2011.
- Digital papers were used in schools in 30 out of 32 local authorities, and also in FE Colleges and independent schools. Queen Anne High School in Dunfermline again made the largest number of requests (233 – up from 122 in 2009). A report with further details and feedback from schools is available from the CALL web site at <http://www.adapteddigitalexams.org.uk/Downloads/Reports/>.



- There continues to be considerable demand from schools and local authorities for CPD on introducing the digital papers and also on creating prelims. 17 CPD sessions were delivered in schools and local authorities throughout the year, plus another 4 in CALL.
- Paul and Stuart provided consultancy advice to an Education Scotland/SQA group on improving the accessibility of National Assessment Resource Literacy Exemplar tasks (<https://www.narscotland.org.uk/>). 18 tasks were adapted to improve accessibility and a report written for the group (*National Assessment Resource: Accessibility of Literacy Assessment Tasks*).
- SQA contracted CALL to provide a broad overview of assistive and communication technology in order to inform the development of the new National assessments for Curriculum for Excellence. (*Communication*

and Assistive Technologies for Candidates with Disabilities in Assessments for National Qualifications at SCQF Levels 3, 4 and 5).

- SQA also asked CALL to conduct a technical evaluation of speech recognition software for use in examinations; *Speech Recognition Software in SQA Assessments*.
- These reports are all available from <http://www.adapteddigitalexams.org.uk/Downloads/Reports/>.
- The success of the digital question papers has generated interest in the rest of the UK. CALL and SQA provided briefings in several meetings to representatives of the Joint Committee on Qualifications, and English, Welsh and Northern Ireland examination boards. We hope that learners in the other UK countries will soon be able to benefit from the digital exams.

USER FEEDBACK

The 2011 Report to SQA has comprehensive figures on the uptake of digital papers, and feedback from questionnaires to schools (<http://www.adapteddigitalexams.org.uk/Downloads/Reports/>).

A sample of comments from staff are given below:

- *The pupils selected for digital papers during this diet provided us with evidence that they could show their potential and complete their papers independently. They all felt satisfaction at being independent. Our plans are to continue with digital exams for the pupils in S4 and 5 who used them this year. To increase the numbers in S4 by using Read & Write Gold to allow selected pupils, who would previously have required a scribe, to have text and questions read at their own speed and allow them to work independently.*
- *Our Academy has suffered a drastic cutback on Sfl staff and this will have the knock on effect of making us work harder to have the pupils use Digital Papers instead of having a reader. We would therefore expect to increase the use of digital papers over the coming months.*
- *We are a small school and have only used the papers for one pupil with a visual difficulty. I would say that it was very successful for this pupil and I will always consider this option when deciding on special arrangements.*
- *The pupils really like the independence the digital exams give them. It was also good to have the answer books.*
- *I am looking forward to including high quality speech recognition software in the digital exams - that would be a real milestone. From other technical issues - sometimes the software does not react quickly enough to commands - you need to press the pause button twice or three times to get a result. Generally with a bit of polishing & upgrading digital exams could be a great alternative to the Reader / Scribe assessment arrangement.*
- *We are using digital papers across all year groups now and some departments use them to assess entire classes, thus reducing the stigma of pupils being separated from their class for assessments. We actively encourage pupils to try digital papers to build resilience and independence.*
- *This was the first time our centre had used digital exams. I was pleased by how easy, user friendly the process was. It was a great benefit to several of our students and we are going to develop the use of these further through the school.*
- *This was the second year of using digital exams in our school. One difficulty that we have had is in providing sufficient material for youngsters to practice and finding the time so that they can do this. Another issue has been to provide digital prelims for candidates so that they have had the 'real' experience. Staff in schools have so little time available to complete all administration tasks that it is sometimes hard to persuade them to do just one more task! A school issue I know, but a measure of the amount of time to successfully pursue digital exams - which I think are brilliant and so do most of the youngsters in our school who have used them. We have not used the text to speech as yet, as there is a lot of work to find the time to 'train' the candidates to use this. That is our next challenge!*

11. Communication Friendly Schools (CFS) programme.

Funded by:

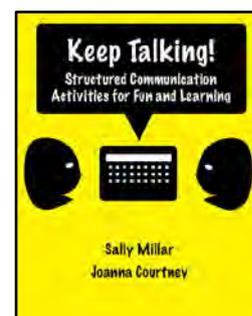
- (a) Income from schools, local authorities & CPD participants (Audit & CPD)
- (b) Scottish Government Core Grant (development of exemplar materials for download)

TARGET OUTCOMES

- Whole-school audit approach and CPD available to schools /authorities to help them create a barrier free learning environment and accessible materials.
- Support to avoid potential disability discrimination cases, by improving schools' awareness of need to improve communication and accessibility.
- Schools and parents/families can download free symbol-based educational and communication materials created in Boardmaker software, via the 'Scotland's Communication Friendly Schools' group (administered by CALL) on the www.Boardmakershare.com website.

OUTCOMES

- Sally, and with various other CALL colleagues, has delivered a number of invited presentations on the topic of Communication Friendly Schools (and communities), across different local authorities.
- One or two local authorities have declared a formal 'Communication Friendly Schools policy, eg. Shetland.
- New 'Keep Talking' book published by CALL Scotland emphasises the need and shares ideas about how to support learners who use, communication aids.
- Through SLAs, CPD delivery and pupil assessment and support work, CALL is able to keep CFS 'on the agenda', so that schools and local authorities are increasingly becoming aware of the need to pay attention to the communication support needs of pupils (and families). Growing awareness of related ideas/work – eg. Fife's 'Symbolising the Environment' initiative and 'Talking Mats' - all helps to 'bed in' the concept as an integral part of development and improvement planning in schools.
- Development of synergies between the Inclusive Communication movement (projects and Working Group in Scottish Government (Equality Unit)) and schools' efforts to improve their communication friendliness- through Sally, (Chair of Communication Forum Scotland),



USER FEEDBACK

"I attended your workshop at the Scottish Learning Festival and became very excited about the wider uses for Boardmaker. I would like to cascade the information through to all my colleagues in nurseries."

(Early Years Worker, School & Family Support Service)

"We have been taking a general look at communication across the school with a view to producing a more personalised, coherent policy from 3-18 years. I came across the communication friendly schools pack and it really sums up our longer term aspirations. I am in the process of working with a focus group and appointing a coordinator. Would love to hear more about the scheme – will you come over and inspire us, on our INSET day coming up?"

(DHT, Special school)

"Thanks for this morning – I found it really interesting.

I have attached the information we put on our SOLUS screens (big screens in GP practices and health centres) on the LHS above and our attempt at making it more accessible on the WORD document. I would be delighted if you would have a play about with it in order to help us improve its accessibility to people who don't read well"

Health Improvement Manager, Community Services

12. Continued development and support of Personal Communication Passports

Funded by:

- (a) Scottish Government Core Grant (development of materials)
- (b) Income from schools, local authorities & CPD participants (CPD)

TARGET OUTCOMES

- A new CALL 'App' for iPad/iPod will be made available in 2012 to introduce the use of 'talking' digital Personal Communication Passports. This will be especially useful to parents.
- Practitioners and parents can download, free of charge, both paper and computer-based Passport Templates from the CALL/Passports web site, also articles and useful practical information, <http://www.communicationpassports.org.uk>
- Schools, parents, families and other agencies engaged in service provision to children and adults with disabilities can access training in best Passports practice and hands-on Passport creation techniques.

OUTCOMES

Personal Communication Passports

Funded by a residue of a grant from the Edinburgh University Knowledge Transfer and Exchange service, work has started on a new CALL 'App' for iPad / iPod Touch & iPhone. This will allow parents, professionals and young people themselves to carry, update and share an electronic Passport, with photos and recorded audio, in an easy to use and 'cool' format.

This is the first App CALL has undertaken, so it's been a steep learning curve at first – but a worthwhile investment of time.

First version was demonstrated and well received by specialists at an AAC SIG Study Day in March 2011. Later versions have been demonstrated at a number of meetings and CALL courses, including ICT and Inclusion (14 June 2011), Parent Information Day (12 November 2011).

Demand for Passports courses and 'refresher courses' continues steadily, albeit at a low level.

CALL is often both referenced and asked for information and references, as increasing numbers of health, education and social care students worldwide undertake research and development work in Passports, indicating that Passports has become recognised as an element established 'Good Practice' .



USER FEEDBACK

None as yet, as the App has not yet gone up on the App Store. Informal feedback is positive.

13. CALL Scotland Staff and Steering Group Members, 2011 – 2012

CALL Scotland Staff

- Sally Millar, Specialist Speech and Language Therapist & Joint Coordinator
- Paul Nisbet, Engineer, Educational Technologist & Joint Coordinator
- Stuart Aitken, Psychologist & Visual Impairment Specialist
- Sandra O'Neill, Teacher & Training Services Coordinator
- Joanna Courtney, Specialist Speech and Language Therapist (on maternity leave from October 2011)
- Gillian McNeill, Specialist Speech and Language Therapist (from December 2011)
- Craig Mill, Assistive Technology Advisor (from November 2011)
- Allan Wilson, Information Coordinator
- Robert Stewart, Technology Support Officer
- Sarah Marjoribanks, Administrator
- Rebecca Gow, Resources Editor, Assistant Administrator

Steering Group Members

- Stuart Robertson (Chair)
- David Thompson, Scottish Government Learning Directorate
- Allan Cowieson, (ASLO Representative), Quality Improvement Officer (ASL), North Ayrshire Council (until June 2011)
- Richard Donald, (ADES Representative), Head of Educational Support Services, Moray Council (until January 2012)
- Grant Douglas, ICT User representative
- Marie Foley, Manager, Learning Support Service, East Dunbartonshire
- Jill Hale, National Manager: Support for Learners with Profound and Complex Needs, Scotland's Colleges (from December 2011)
- Joan McKay, Principal Teacher, ASL, Scottish Borders
- Sheila Riddell, Professor of Inclusion and Diversity, Moray House School of Education
- Irene Stove (ASLO Representative), Educational Support Officer, Angus Council (from January 2012)
- Janis Sugden, Coordinator, Scottish Sensory Centre
- Barry Syme, (ASPEP Representative), Principal Psychologist, City of Glasgow Council (from December 2011)
- Tina Woolnough (National Parent Forum of Scotland Representative) (from November 2011)

14. Glossary of acronyms

AAC	Augmentative and alternative communication
ACiP:S	Augmentative Communication in Practice: Scotland
ADES	Association of Directors of Education
ASLO	Association of Support for Learning Officers
ASN	Additional Support Needs
ASPEP	Association of Scottish Principal Educational Psychologists
AT	Assistive Technology
B4A	Books for All
BECTA	British Educational Computing and Technology Agency
BETT	British Education and Training Technology Exhibition
CALL	Communication, Access, Literacy and Learning
CfE	Curriculum for Excellence
CfS	Communication Forum Scotland
CLA	Copyright Licensing Agency
CPD	Continuing Professional Development
FACCT	Fife Assessment Centre for Communication through Technology
FE	Further Education
GASS	Grant Aided Special Schools
HE	Higher Education
HMIE	HM Inspectorate of Education (now part of Education Scotland)
HI	hearing impairment
ICT	Information and Communication Technology
ICTSLS	ICT Support for Learning Scotland
JISC	Joint Information Systems Committee (in FE/HE)
KeyComm	Edinburgh & Lothians AAC service
LA	Local authority
LTS	Learning and Teaching Scotland (now part of Education Scotland)
MH / MHIE	Moray House / Moray House Institute of Education
NAACE	[not an acronym] ICT association for education professionals (UK)
QMUC	Queen Margaret University College
RCSLT	Royal College of Speech and Language Therapists
RNIB	Royal National Institute for the Blind
RSC	Regional Support Centre
SCRAN	Scottish Cultural Resource (charity and online resource base)
SCTCI	Scottish Centre for Technology for the Communication Impaired
SG	Scottish Government
SICTDG	Scottish ICT Development Group
SIG	Special Interest Group
SLA	service level agreement
SLF	Scottish Learning Festival (LTS run event every September)
SocITM	Society of IT Managers
SQA	Scottish Qualifications Authority
SSC	Scottish Sensory Centre
TASSCC	Technological Assessment and Support Service for Children and the Curriculum (Aberdeen)
UoE	University of Edinburgh
VI	visual impairment
VIP	visually impaired persons
VQ	Victoria Quay



Communication, Access, Literacy and Learning

Moray House School of Education

The University of Edinburgh

Paterson's Land

Holyrood Road

Edinburgh

EH8 8AQ

Tel. 0131 651 6235 / 6236

Fax 0131 651 6234

Email call.scotland@ed.ac.uk

<http://www.callscotland.org.uk>

CALL Scotland provides services and carries out research and development projects, working with all those involved in meeting the needs of people who require augmentative communication and/or specialised technology use, particularly in education.