



THE UNIVERSITY *of* EDINBURGH

CALL Scotland

Communication, Access, Literacy and Learning



Annual Report
2013 - 2014

CALL Scotland

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Executive Summary

Strategic Impact

Throughout 2013-14 CALL has continued to provide effective strategic leadership by working with partners including Scottish Government, Education Scotland, SQA and NHS Education Scotland; national professional groupings such as ICTSLS and ACIP:S; and national voluntary organisations such as Dyslexia Scotland, RNIB and NPFS to develop and promote good practice in the application of Assistive and Communication Technologies for children and young people in Scotland.

CALL staff are actively involved in the [Doran Strategic Commissioning Workstreams](#) that are taking forward recommendations from the Doran Review, and we have also contributed to the [draft guidance on Accessibility Strategies](#) due for publication in Autumn 2014.

The [Books for All](#) initiative is reaching more and more learners, with new books being added to the [Books for All Database](#), and record numbers of downloads (see Books for All, p.24). Similarly, [Digital Question Papers](#) have been taken up by more schools across the country year on year: at least one school in every local authority in Scotland used the papers in 2013 and in Perth and Kinross they were requested by every school. The introduction of new National 3 and 4 Literacy Assessments and the restriction on the use of human readers and scribes at the start of the 2013-4 academic session raised concerns in some schools and organisations. CALL has worked successfully with SQA to raise awareness about how learners can use ICT to access literacy assessments independently, and advised schools and local authorities on accessible ICT. The free [Scottish Voices](#) and text-to-speech software such as [WordTalk](#) have supported effective implementation of the policy.

The Scottish computer voices are an excellent example of the cost efficiencies that CALL provides. Licencing the voices for every school in Scotland saved over **£2 million** compared to the cost of schools buying site licences (see Table 7, page 27).

In the field of AAC, CALL completed a comprehensive set of online awareness-raising materials on AAC and these are available on a new CALL mini-website at <http://www.aacscotland.org.uk/>. The materials have been very well received and NHS Education Scotland have commissioned CALL to create additional materials that will be published during 2014-15.

New mobile technologies

The iPad and other mobile technologies are making significant changes to the field of AAC and Assistive Technology, and the pace of change, the huge number of apps, and the difficulties of introducing iPads into school ICT infrastructures present considerable challenges for practitioners, parents and learners. In 2013-14 CALL has responded to this need through development of new CPD courses (both face to face and webinars); publications; and via the CALL web sites. CALL is aiming to become an Apple Regional Training Centre, specialising in the use of iPads for learners with additional support need and this will further enable us to provide support to schools and learners in Scotland.

Assessment and support; information; loans; CPD

CALL's strategic and development work is informed and underpinned by direct work in schools (and sometimes homes) with learners, practitioners and parents. Assessment and support is funded through partnership agreements with local authorities, and has multiple benefits. Evaluation of the assessment and support provided continues to be extremely positive (page 11), testifying to the expertise and commitment of CALL's multidisciplinary team.

Firstly and most importantly, the service provides learners with assistive and/or communication technologies so that they can access the curriculum and contribute in class; secondly, it helps local authorities purchase appropriately and reduces the likelihood of (sometimes expensive) inappropriate equipment. Lastly, it helps the CALL team to identify challenges and devise and test practical solutions, which can then be made available nationally.

A good example of this model is the Interactive maths textbooks on page 25. In this case, a learner with cerebral palsy was unable to access or write into the paper maths textbooks and exercises that were being used in class, so we created digital versions that he could access on his computer. These proved very successful and enabled the student to demonstrate his abilities independently. Further trials with other pupils showed that the adapted books were also beneficial for learners with other additional support needs, and last year CALL staff and volunteers adapted the entire Scottish Heinemann Primary Maths catalogue. These books are now available for all learners in Scotland through the Books for All Database.



Figure 1: From “Getting it Right for One Child” to “Getting it Right for Every Child”

This integration of personal support to learners and staff, CPD, loans of equipment, information and advice, research, development and strategic leadership is one of the unique aspects of CALL’s approach. The model is adaptive and responsive to the constantly changing educational and technological context, ensuring that CALL’s information and advice, web sites and CPD are up to date and relevant, evidenced for example by the excellent evaluation of CPD (see page 19).

CALL’s activities surrounding iPads and mobile devices are another case in point: the team researched the technologies, apps and learning applications and summarised the ‘state of the art’ in the [iCALL](#) publication, made freely available from the web site. This work fed into and was informed by work with learners in schools. A stock of iPads was purchased to enable individual learners to evaluate the devices and apps, and for use on CPD. At the same time, courses were developed and delivered covering a wide range of need.

Another essential aspect of the work is partnership: none of this work would happen without cooperation and collaboration with practitioners, learners and parents; local authorities; national agencies; and colleagues in the ICTSLS and ACiP:S groups.

Looking to the future

We are grateful for the support and guidance provided by the CALL Steering Group throughout the past year and for continuing funding from the Scottish Government Learning Directorate.

We are often described as 'punching above our weight' and there is indeed considerable challenge in working directly with diverse groups of learners and settings, across the length and breadth of Scotland, and in researching, writing and disseminating and developing and offering CPD across a wide range of topics and technologies. Lastly then, we want to thank our friends and colleagues in the CALL Scotland team for their enormous energy, creativity and commitment throughout the past year.

Paul & Sally, Joint Coordinators.

CALL Staff Team 2013-14

Sally Millar	Joint Coordinator; Complex ASN and Communication Specialist
Paul Nisbet	Joint Coordinator; Engineer and Educational Technologist
Dr. Stuart Aitken	Psychologist and Visual Impairment Specialist
Sandra O'Neill	Training Services Coordinator and Teacher
Joanna Courtney	Specialist Speech and Language Therapist
Gillian McNeill	Specialist Speech and Language Therapist
Craig Mill	Assistive Technology Specialist
Robert Stewart	Technology Resources, web designer/manager
Allan Wilson	Information Coordinator (General Enquiries)
Sarah Marjoribanks	Administrator
Rebecca Gow	Resource Developer/Assistant Administrator

CALL Steering Group 2013-14

Laura Meikle & Gill Scott	The Scottish Government
Stuart Robertson	Chair of Steering Group
Professor Sheila Riddell	Moray House School of Education, University of Edinburgh
Trevor Baxter	South Lanarkshire Council
Barry Syme	Principal Psychologist, Glasgow (ASPEP representative)
Martin Vallely	Professional Services Manager: Children & Families, City of Edinburgh Council (ADES representative)
David Watt	Education Officer Supporting Learner, Education Scotland
Tina Woolnough	National Parent Forum of Scotland
Janice Sugden	Scottish Sensory Centre, University of Edinburgh
Marie Foley	Manager, Learning Support Service, East Dunbartonshire
Joan McKay	Principal Teacher Eildon Support Centres, Scottish Borders
Irene Houston	Inclusion Development Teacher, South Lanarkshire Council

1. Strategic Leadership

Funded by: Scottish Government Core Grant

OBJECTIVES

Development and delivery of effective policy and good practice in the use of AT and AAC for pupils with additional support needs or disabilities in Scotland through:

- collaboration with colleagues in The Scottish Government, HMIE, Learning and Teaching Scotland/Education Scotland, SQA, local authorities and voluntary organisations;
- collaboration with parents, particularly through the National Parents Forum Scotland
- participation in UK and international committees and working groups;
- submissions to legislation and policy-making bodies;
- development of new initiatives, pilot schemes.

OUTCOMES

AAC, Communication Matters, & National AAC Project

- Several members of CALL Staff attended the 'Future of AAC in Scotland' event organised by NHS Education for Scotland and Communication Matters.
- CALL produced a new guide to the work of the Augmentative Communication in Practice: Scotland network of AAC centres in Scotland.
- The [Augmentative Communication in Practice: Scotland](http://www.acipscotland.org.uk) (www.acipscotland.org.uk) web site, hosted by CALL was extensively redesigned and now provides a list of AAC contacts in Scotland.
- In partnership with other members of the ACiP:S network, running CPD and User events. This year's main event was the *Finding Our Voices* day attended by 20 people who use AAC, along with their helpers, on August 19th 2013. Preparation has also been under way for the biennial *Family Fun Technology Day*, to be held in April 2014.
- Collaboration with NHS Education for Scotland throughout 2013/4 to strategic planning on implementation of the recommendations of the ['Right to Speak' report](#) (2012) by Scottish Government, on the development of Augmentative and Alternative Communication provision in Scotland.
- Collaboration with NHS Education for Scotland and ACiP:S to create & develop a national network of 'AAC Leads' to implement improved AAC services across Scotland.
- Creation of AAC awareness raising & online learning materials, commissioned by NES (Sally, Craig).
- With Augmentative Communication in Practice: Scotland colleagues: leadership and participation on national AAC issues. AAC Leads network in process of transferring to umbrella of ACiP:S (part of sustainability planning, post –Right to Speak project (Funding for AAC from Scottish Government is 2012- 2015) (Sally).
- Editorship of [Communication Matters Journal](#), 3 issues per year (Sally).

- [Blissymbols UK](#) Committee and [Blissymbolics Communication International Symbol Panel](#) (Sally).

Scottish Government: Doran Review

Following the [Doran Review](#), five Workstreams were established by Scottish Government to support delivery of work around recommendations 17 to 21 to develop strategic commissioning of services. Dr Stuart Aitken represents CALL, SSC and Enquire on the Project Board and also on Workstream 2 (Needs Analysis) while Paul Nisbet is on Workstream 3 (National Commissioning). CALL has supported this work by producing papers on Assistive Technology and AAC service models; an overview of provision of services in Scotland; and a map of services.

Scottish Government: Guidance on Accessibility Strategies

CALL provided advice and input to Scottish Government on guidance to education authorities, independent and grant-aided schools on their duties to develop and publish Accessibility Strategies to improve access to the curriculum, school information and physical access. The draft guidance was made available for consultation in December 2013 and the [final document](#) was published in October 2014. CALL contributed towards two appendices designed to help local authorities improve the accessibility of their ICT infrastructure (for example, by ensuring that the Scottish Voices and text-to-speech software were installed on all machines), and this has already been helpful when meeting with technical support teams in local authorities.

GLOW and new digital learning technologies

Paul was invited to participate in the Glow Plus Stakeholder group, advising the Glow Project Board. CALL provided advice on accessibility to Education Scotland and the Glow developers.

ICT for Information Accessibility in Learning (ICT4IAL)

Stuart attended the [ICT for Accessibility in Learning Project](#) in Portugal as a 'nominated expert from the United Kingdom (Scotland)'. Together with other work undertaken by the European Agency on Special Needs this led to the publication by the Agency of its Model Policy for Inclusive ICTs in Education for Persons with Disabilities. The model policy will influence how ICT is implemented to support learning across all ages.

NATIONAL PARENT FORUM SCOTLAND

CALL participated again in the annual [National Parent Forum Scotland](#) event held at Bishopbriggs High School in November 2013. CALL organised and carried out a second Parent Information Day on iPads on Saturday 23.11.13.

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 (Scottish ICT Development Group)

- Paul and Sandra are members of [SICTDG](#); Sandra is the NAACE Representative to SICTDG.

ICT SUPPORT FOR LEARNING, SCOTLAND (ICTSLS)

- Sandra chairs the [ICTSLS](#) group and CALL hosted meetings on 25/4/13 and 8/11/13.
- The ICTSLS network is a Scotland wide community of specialists working with Assistive Technology in schools. There were 468 messages posted to the ICTSLS Yahoo Group compared

to 457 messages the previous year. Messages cover information of use to the group as well as requests for advice from the other members.

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, Craig, Paul, Stuart and Sandra).
- Participation in conference, roadshow and other events organised by Communication Matters. (Sally, Allan and others). Allan is Returning Officer for Communication Matters Trustee elections.
- Collaboration with BRITE 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) until December 2013.
- Participation in workshop piloting Scottish Social Services Council's Electronic and Assistive Technologies Knowledge and Skills framework.
- Piloting [IPAACKS](#) (Informing and Profiling AAC Knowledge and Skills) materials, produced by SCTCI on behalf of NHS Education for Scotland.
- Participation in work on AAC Outcome Measures, with Talking Mats (Sally, Gillian).
- Paul was invited to join the Autism Education Network. CALL provided comments and suggestions for the new [Autism Toolbox](#).
- Paul was invited to join the [Addressing Dyslexia Toolkit](#) working group, which develops the online Toolkit for staff.
- Strategic planning work within [Communication Forum Scotland](#) (Sally).

2. Pupil Assessment and Support

Funded by: Partnership Agreements with local authorities (primarily)

OBJECTIVES

Multidisciplinary assessment, follow up and support of Individual referred pupils with complex ASN, in mainstream or special settings.

OUTCOMES

- CALL provided assessment and support for 109 pupils in 17 local authorities during the year (compared with 88 the previous year). This included telephone or email advice in response to enquiries about past clients, follow-up visits and comprehensive assessment and support for new referrals.
- 43 new referrals were received (49 the previous year).
- 48 pupils received a comprehensive assessment for ICT/AAC (58 the previous year).
- 118 assessment and/or support sessions were delivered in schools (152 the previous year) for 85 pupils.
- 15 Partnership Agreements or SLAs were agreed with local authorities for 191 days of work for 2013-14 (228.5 last year). The following local authorities have such arrangements with CALL: Angus, Argyll & Bute, Clackmannanshire, Dumfries & Galloway, Falkirk, Highland, Inverclyde, Moray, North Ayrshire, Perth & Kinross, Shetland, South Lanarkshire, Stirling, West Dunbartonshire and Western Isles.
- 58% of Assessment and Support staff time was spent in schools (compared with 48% last year); the balance is taken up with support by telephone and email, equipment preparation, development work, report writing, etc. (15%) and travel (27%).
- Table 1 shows that that the number of local authorities with which CALL has a working partnership has steadily increased over the last 5 years.
- The overall number of days allocated to SLA work decreased from 228 to 191, due to a number of local authorities facing financial constraints and reducing the number of days contracted with CALL, and also due to Joanna's maternity leave from July 2013 to May 2014.
- Since the amount of time available for working in each local authority is always limited, we continually review working practices in an effort to work more efficiently and to improve outcomes for pupils. This year we have attempted to reduce time spent on report writing, planning and administration and increase the time spent working directly in schools, and as



a result, we are pleased that the proportion of time spent in schools has increased from 48% to 58%. Despite this, some referred pupils with particularly complex support needs (or in educational settings with high support needs) can 'eat up' more time than the rough allocation of 'per pupil time' anticipated; this is difficult to predict, before assessment. In some cases we have had to delay seeing referred pupils until the next financial year.

Table 1: Assessment and Support 2007-2012

Number of ...	2009-10	2010-11	2011-12	2012-13	2013-14
New referrals	34	35	57	49	43
Pupils assessed/supported on site	80	81	98	88	85
Assessment/support sessions	95	99	94	152	118
SLA/Partnership agreements with local authorities (number of days work)	11 (160)	12 (155.5)	14 (161.5)	15 (228.5)	15 (191.25)

EVALUATION AND FEEDBACK

Assessment and support is monitored and evaluated both informally and formally. Overall, the evaluation and feedback is very positive. A sample of comments from staff is given below:

"Your time and expertise were hugely appreciated by everyone here. Can't thank you enough for all you did for K. You've re-ignited her enthusiasm for her school work."

(Teacher on pupil with physical disability, needing support for writing and computer access.)

"The report and recommendations were very clear and concise... Appropriate device identified quickly & valuable advice provided re: setting it up. S is now using her iPad with a limited range of settings for functional communication."

(Teacher on pupil with communication difficulties, now using iPad)

"Thank you for your email and for the support you have extended to the boys. I am delighted that they will be able to use the netbooks at secondary school... Could you please also record our praise and appreciation for the service you/CALL have provided? We are very impressed."

(Teacher on pupils with writing difficulties transitioning to Secondary)

3. Specialist Information and Expert Advice

Funded by: Scottish Government Core Grant

OBJECTIVES

1. Open access national information and advice service delivered in response to enquiries by telephone, letter, email, and proactively through publication and circulation of e-News, newsletter, books, information leaflets and the CALL Scotland web sites.
2. Provision of a specialist library and web search facility for all enquirers.
3. Access to curriculum resources in Accessible Formats ('Books for All') via the CALL Books for All web site and the Books for All Scotland Database.

OUTCOMES

Information and Advice

- 538 significant enquiries were received and given a response, compared with 556 the previous year.
- 50% of enquirers were from education, 9% from health/social work, 19% from families and people with disabilities and 22% were from other sources.
- 27% of enquiries related to Supporting Reading and Writing; 19% to Books for All work; 18% to SQA Digital Exams and Assessments; 18% to Software; 11% to iPads and other mobile devices, while 10% involved advice on behalf of a specific child or adult. (Note that one enquiry can relate to more than one subject.)

Publications

- The [iPads for Communication, Access, Literacy and Learning](#) book published in September 2012 was well received in Scotland and internationally, with 142 hard copy sales and 5,868 downloads in total. The CALL team has been working hard to update it and the second edition is due for publication in May 2014.



- A downloadable [Wheel of iPad Apps for Learners with Dyslexia/Reading and Writing Difficulties](#) was produced and proved to be a spectacular success, with nearly 12,000 downloads in less than five months. This has raised awareness and enhanced the reputation of CALL throughout the world, leading to collaboration on a similar 'wheel' for Google Chrome apps with an assistive technology specialist in the USA. CALL will also be producing an 'App Wheel' for communication apps later in 2014.
- 116 publications were sold. This is a fairly typical figure but is a large decrease compared to 2012-13, when 794 publications were sold as a result of a 'one-off' bulk order for publications from the 'A Right to Speak' AAC project.
- 57 copies of the [Personal Communication Passports](#) book were sold, including two bulk orders for use overseas.

- Eight issues of the [News from CALL Scotland](#) email newsletter were sent to over 2,600 subscribers, 66% of whom are based in Scotland.
- 170 [Quick Guides](#) are currently available free from the CALL web site.
- Social media has become an important method for dissemination information, particularly with regard to courses and webinars. CALL makes extensive use of blogging (71 blogs in 2013-14) and [Twitter](#) (592 tweets).



of

Library

- 24 new items were added to the library; mainly in the form of free electronic downloads.
- 11 journals are received.

Web sites

- The total number of visitors to the CALL web sites continues to grow, as can be seen in the table and graph below.

Table 2: CALL Scotland web site visits and downloads

CALL Scotland Web Sites	2009-10	2010-11	2011-12	2012-13	2013-14
CALL Scotland main site (visits)	43,504	53,571	113,866	160,649	211,075
CALL Scotland (resources downloaded)	41,358	53,687	43,338	54,808	72,460
WordTalk (visits)	54,557	70,506	92,805	97,068	119,562
WordTalk (copies downloaded)	15,042	20,037	24,928	21,504	20,826
The Scottish Voice (visits)	17,482	15,487	16,347	13,317	19,973
Heather downloads	459	728	588	949	855
Stuart downloads			947	851	742
Books for All (visits)	16,909	26,409	37,893	48,770	70,935
Communication Passports (visits)	15,530	19,947	25,114	29,397	40,484
Adapted Digital Papers (visits)	5,984	4,946	5,142	7,810	17,435
Total visits	153,966	190,866	291,167	378,515	572,750

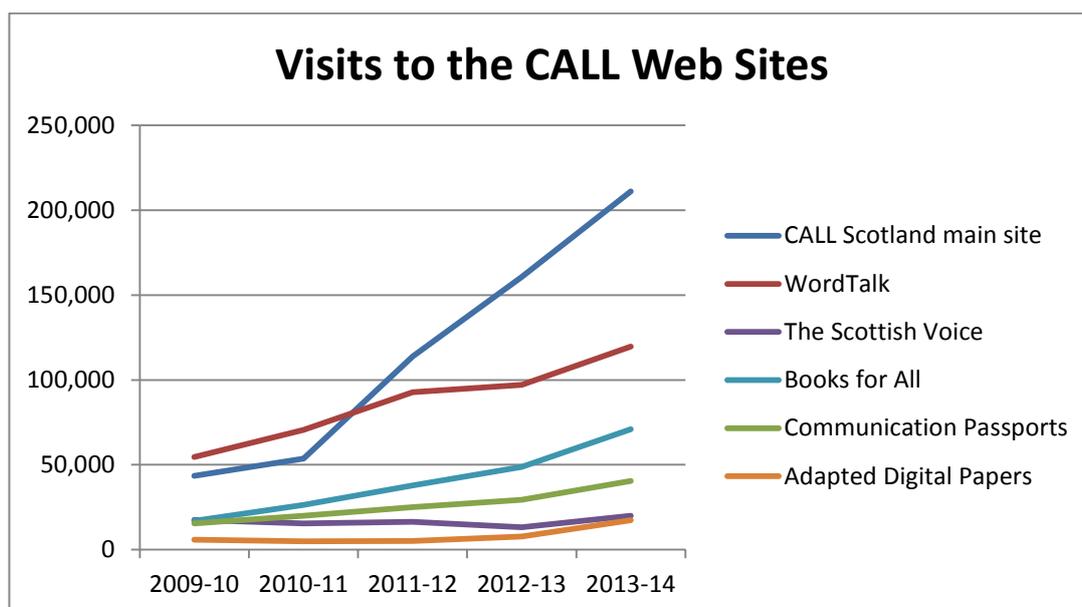


Figure 2: Visits to CALL web sites 2009 – 2014

Table 3: The 'Top Ten' most downloaded resources from the CALL web site in 2013-14.

Title	Downloads	
	2012-13	2013-14
iPad Apps for Learners with Dyslexia/Reading & Writing Difficulties	-	11,979
iPads for Communication, Access, Literacy and Learning	2,694	3,174
Using Calibre to Read E-Books and to Convert E-Pub Files for the Kindle	1,629	1,136
Free Text-to-Speech Options for the Mac	1,525	558
Accessible Text: Guidelines for Good Practice	-	404
Keep Talking! Structured Communication Activities for Fun and Learning	493	348
Ease of Access Centre for Windows 7	353	331
Augmentative Communication in Practice: An Introduction	-	325
Creating Voice Notes in Word 2003	-	295
ICT for Inclusion: Country Survey	-	215

EVALUATION AND FEEDBACK

Evaluation forms are sent to a sample of people who used the information service. Additional feedback is received on an informal basis. 24 evaluation forms were sent out in this period, with a response rate of 25%. 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.

"This is fantastic. I'm forwarding this out to my schools & every member of our Education Support Team is getting a copy this afternoon. I was working with a pupil a couple of days ago & we were discussing this. I'm going to re-write my report to include this."

(Specialist teacher on iPad Apps for Learners with Dyslexia/Reading & Writing Difficulties course.)

"Just wanted to write back and thank you hugely for that amazing amount of information you sent through. It really is a huge help to me and will ensure I use the iPads to the best of their advantage. I am really interested in the courses as well so will follow up on that. Once again, I thank you for all your advice. I know it will be invaluable as I look ahead to planning for my learners for next session."

(Teacher seeking information on using iPads to support literacy.)

"Thank you very much for your reply and all the information. It is very helpful, it's all a bit of a minefield!"

(Parent seeking advice on suitability of Hudl tablet from Tesco for her dyslexic daughter.)

"Thank you for your quick response to my enquiry. The information that you have supplied is most helpful."

(Quality Improvement Officer seeking advice on software licensing.)

4. 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 (complex) additional support needs, ICT & AAC for staff in both special and mainstream settings.
2. Development and delivery of CPD.

OUTCOMES

CALL-based CPD

- CALL's *Continuing Professional Development 2013 - 14* brochure was distributed to around 3,000 schools, organisations and individuals in May 2013. Further, targeted mailings for specific courses were sent in August and December. Information on courses and a booking facility is available on the CALL web site. Details on courses were also distributed through Twitter and as part of the regular CALL email newsletter.
- 157 teachers and others attended 15 [courses held in CALL](#) during the year.
- We developed two additional iPad courses to the programme for the year: *Introduction to iPads and their use with Pupils with Additional Support Needs* and *iPads and Communication - Fully Featured AAC Apps from Symbols to Text*, both of which were popular, with the introductory course being filled twice.
- Three suppliers provided product update and training days for CALL staff and invited guests.

CALL Live! Webinars

- CALL hosted 16 [webinars](#) during the course of the year, 6 presented by CALL staff and 10 by suppliers. There were 227 registrations for the webinars, although not everybody who registers always manages to attend. Webinars are archived by Adobe and are regularly viewed in the weeks following a webinar, but Adobe do not provide statistics in a format that can be used to provide an annual record.



INSET CPD

- CALL delivered 36 [INSET courses](#) to 593 participants in schools and other organisations across Scotland.
- As with CALL-based CPD, there has been considerable demand for courses on the use of the iPad, with 13 being provided. Other frequently requested topics included Digital Exams and Assessments (7) and Books for All (also 7 requests).



Table 4: CPD events 2012-13

	2009-10	2010-11	2011-12	2012-13	2013-14
CPD delivered in CALL					
Number of courses	14	11	14	16	15
Number of supplier information days	4		4	2	4
Number of participants	239	128	240	219	157
CPD delivered in schools/authorities					
Number of courses	50	36	43	38	36
Number of participants	854	635	550	635	593
Presentations at conferences	7	9	13	13	11
Exhibitions	8	12	13	13	16
Talks for parent/voluntary groups		8	5	7	7
Family Fun day participants	189	-	142	-	-
ICT and Inclusion participants	391	325	235	205	202
ACiP:S participants	80	60	20	75	20

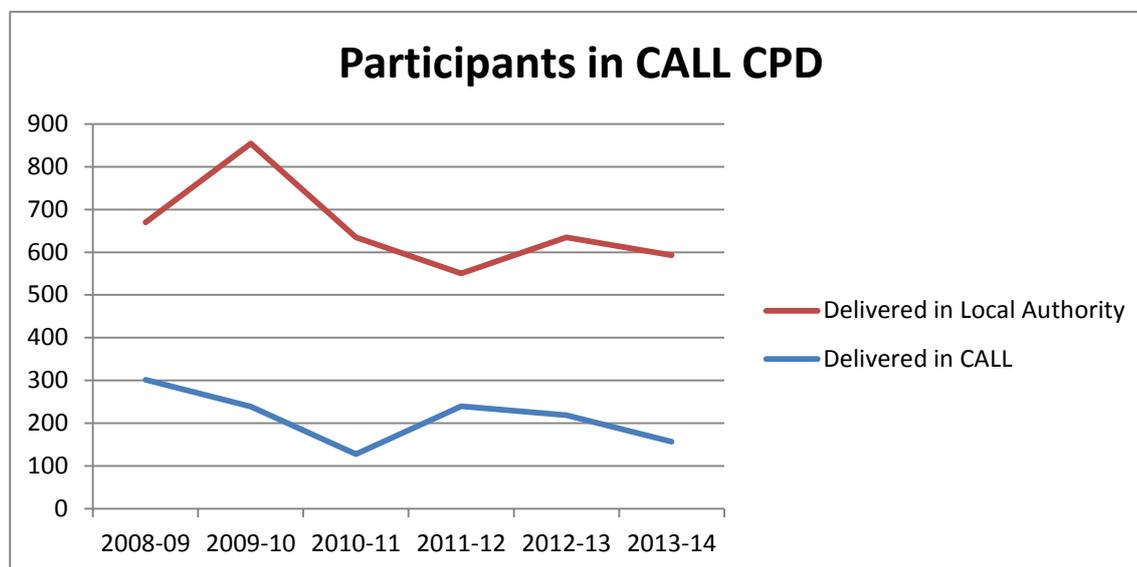


Figure 3: Participants on CALL CPD events 2008-2014

Conferences and CPD events

CALL hosted or helped to organise 5 conferences:



- The [ICT and Inclusion Roadshow](#), run in conjunction with The BRITE Centre visited Edinburgh (18.6.13) and Glasgow (19.6.13), attracting 202 visitors.
- CALL worked with Augmentative Communication in Practice: Scotland to organise *Finding Our Voices*, an event held in Edinburgh on 19.8.13 for people who use augmentative and alternative communication, attended by 20 people who use AAC, plus their carers/ family members.
- CALL organised *ICT Without Tears*, a two day event for teachers and therapists in Dumfries

and Galloway on 9.9.13 and 10.9.13. 109 teachers and therapists attended across four sessions.

- *A Parent Information Day* on the use of technology to support pupils with Additional Support Needs was held at CALL on 23.11.13. 25 parents attended.
- CALL hosted an event on [Supportive ICT Practices for National Literacy Units](#) on 15 January 2014, attended by 60 staff (see *Development and support for schools using SQA digital exam papers*).

CALL staff gave 12 Conference Presentations at Conferences (see p.18). Additional presentations and events include :

- *Making eBooks*, Community Development, Education Scotland, 4.6.13
- *TeachMeet Tablet*, Glasgow, 5.6.13.
- *AAC: Universal Support Materials*, AAC Special Interest Group, Fife, 25.9.13

There were 7 presentations to parent/interest groups:

- *ICT and Dyslexia*, Dyslexia Scotland Dumfries and Galloway branch, 30.4.13
- *ICT to Support Learners with Dyslexia*, Dyslexia Scotland South East branch, 8.5.13
- *ICT and Dyslexia*, Dyslexia Scotland Forth Valley Branch
- *iPads and Dyslexia*, Dyslexia Action, 29.5.13
- *Technology to Support Physical Disabilities*, Scottish Muscle Network, 24.8.13
- *ICT to Support Dyslexia*, Dyslexia Scotland Adult Network, Stirling, 16.11.13
- *ICT to Support Learners with Dyslexia*, Dyslexia Ayrshire, 23.3.14.



CALL had a stand at 16 events and exhibitions:

- NES: Future of AAC Services in Scotland Conference, 14.5.13
- Dyslexia Scotland Roadshow, Newton Mearns, 4.6.13
- ICT and Inclusion, Glasgow, 18.6.13
- ICT and Inclusion, Edinburgh, 19.6.13
- Dyslexia Scotland Roadshow, Fort William, 11.9.13
- Dyslexia Scotland Roadshow, Mallaig, 12.9.13
- Communication Matters Conference, Leeds, 15-17.9.13
- Dyslexia Scotland National Education Conference, 21.9.13
- Muscular Dystrophy Campaign, Scottish Conference, 5.10.13
- National Parent Forum Scotland Conference, Bishopbriggs, 5.10.13
- Scottish Council for Independent Schools Learning Support Conference, Edinburgh 5.11.13
- Dyslexia Scotland West Lothian Roadshow, Livingston, 6.11.13

- Dyslexia Scotland Roadshow, St Andrews, 7.12.13
- Aberdeen Learning Festival, Aberdeen, 18.2.14
- Enquire National Additional Support for Learning Conference, 24.2.14
- Education Scotland National Literacy Network Conference, Stirling, 6.3.14

Under and post-graduate teaching

- Paul delivered teaching sessions to Moray House Postgraduate Primary students on 17/1/14.
- Allan gave a presentation on apps for dyslexia to members of the Edinburgh University Mobile Apps in Learning and Technology Group

EVALUATION AND FEEDBACK

Courses at CALL or in schools are routinely evaluated through a CALL or local authority evaluation form. We are not always given access to the results of local authority evaluations.

91% of the people attending a course at CALL were 'very satisfied' and 8% were 'satisfied', compared with 85% 'very satisfied' and 15% 'satisfied' in 2012-13.

For courses held in schools or local authorities for which we have information 63% of attendees were 'very satisfied' and 37% were 'satisfied', compared with 84% 'very satisfied' and 16% 'satisfied' last year.

Sample comments:

"Today has been very productive, both in the training provided and the sharing of digital exam experiences between myself and the other participants."

(Support for Learning Assistant on Digital Exams course)

"Brilliant! Most helpful. Thank you so much!"

(Teacher on Introduction to iPads and Additional Support Needs course)

"Excellent, one of best courses I have attended largely because of hands-on element and the ease of use."

(Teacher on Introduction to iPads and Dyslexia course)

"The course was clearly presented by the trainer. This made the day enjoyable."

(Teacher on Clicker 6 INSET)

"Very useful information provided and all questions answered really well. Very helpful. Very many thanks to all the CALL staff - always extremely helpful and pleasant."

(Parent on Information Day for Parents)

"XXXX's presentation about using features of Word/Ivona Reader very useful. Essential though, that pupils in all schools can access the hardware - laptops, iPads etc. At the moment, obvious that pupils in some authorities have better chance here."

(Teacher on Supportive ICT Practices for National Literacy Units)

"Thanks to everyone who contributed to the day. It was very interesting. We are focusing on ICT development next year as part of our School Improvement Plan. This will help me to give some direction to staff."

(Head Teacher on ICT and Inclusion)

A long term evaluation is also carried out, asking participants to complete a short online survey a few months after the course in order to assess the impact of the course. 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). Links to the survey were sent to course participants by email, with a response rate of 39% (compared with 45% the previous year). The average score for impact on professional practice was 4.53 out of 5, compared with 4.47 in 2012-13.

This feedback helps with the development of future CALL courses and can highlight any particular issues that have created barriers for teachers trying to implement what they have learned on a course.

Sample comments:

"IVONA training was incredibly informative and helpful - have cascaded training to English department and SfL department, not only for pupils with additional needs but also to promote literacy for all."

(Teacher giving long term feedback on Digital Exams course.)

"Whilst the knowledge gained is great, we are limited by the quality of ICT resources - hardware, wireless etc available to us at the moment. Useful to be able to make recommendations to parents."

(Teacher giving long term feedback on Dyslexia and iPads course.)

"ICT issues locally. Our corporate ICT support has so many barriers/security measures in place, it hampers access for pupils. Schools are becoming more tablet friendly but it isn't happening fast."

(Teacher giving long term feedback on eBooks, Kindles and iPads course.)

5. 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.

OUTCOMES

- 163 devices and software products, with a value of £13,396, were added to the [Loan Bank](#) last year. This compares with £45,514 spent on equipment in 2012-2013, reflecting a tightening of CALL finances.
- 142 of these items, costing £10,288, were purchased through funding from the Scottish Government. The remaining items were either purchased through other funding sources or provided free by suppliers for evaluation purposes.
- The Loan Bank continues to be well used, providing borrowers with an opportunity to try different pieces of equipment. 225 new equipment loans, with a total value of over £71,000, were issued to clients in 24 local authorities.
- Compared to 2012-2013, the number of loans decreased by 3%; the value of equipment loaned decreased by 19%.
- The decrease in value is largely accounted for by a continuing annual decline in the number of loans of more expensive communication aids (from 27 in 2012-2013 to 15 in the current year) because of the corresponding increase in iPad use. Eye gaze systems accounted for 6 of the communication aid loans in 2013-2014, compared with only 1 during the previous year.
- 160 instances of technical support were recorded (e.g. personal advice on hardware, software, communication aids, access or mountings etc; development of resources; etc)
- [WordTalk](#) was downloaded 20,826 times, bringing the total number of downloads since the current version was launched in 2009 to a very impressive figure of 105,271.
- The Heather [high quality Scottish computer voice](#) was downloaded 855 times: a total of 4,241 downloads since it was launched in 2008. The Stuart voice was downloaded 742 times in 2013-14, bringing the total number of downloads since it was launched in 2011 to 2,540.
- 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.



Table 5: Loans of equipment

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of loans	154	142	222	231	225
Value of loans	£52,000	£42,000	£97,000	£87,500	£71,000
Number of items added to loan bank	179	294	375	207	163
Value of items added to loan bank	£33,000	£80,934	£100,149	£44,447	£13,396
Number of instances of technical support	83	79	174	170	160

EVALUATION AND FEEDBACK

Borrowers are asked to complete a feedback form when returning equipment. There was feedback on the outcome of a loan for 86 of the 192 loans returned in 2013-14 (45%). Of these, 50% indicated that the 'Equipment met the client's need'; 27% 'did not meet the client's need' and 23% were 'inconclusive'.

67 feedback forms gave an indication of intended future action. Of these, 45% stated that they would try to buy the system that had been borrowed.

Overall, 80% of borrowers who provided feedback were 'very satisfied' with the CALL Loan Service and 20% were 'satisfied'.

"Would not have been possible without CALL loan bank equipment to complete AAC assessment. Evidence obtained during loan period has resulted in joint purchase of iPad with Proloquo-2-Go software. School Staff pleased device accessed on loan from CALL as child able to participate in circle time, group games and so on. CALL have been easy to contact and offer excellent communication via telephone and email. Many thanks for all your support."

(Speech and Language Therapist on loan of iPad with communication apps.)

"Having the chance to try this out for an extended period was absolutely crucial to ensuring that the right system was identified for this pupil."

(Speech and Language Therapist on loan of Dynavox communication aid.)

"We had been looking for any other means of helping J access and respond to the curriculum more independently. We had been concerned about his reluctance to use his Netbook and we were looking to change to the laptop so the input from CALL helped confirm this decision. On a practical note, it also helped to have the programs identified and pre-loaded on the laptop. The main impact on J has been psychological because he is now using IT which he can see better and which other pupils use throughout the school."

(Teacher on loan of Dell laptop for pupil with reading and writing difficulties)

"R is only able to use one hand but found this compact keyboard ideal. She had previously tried a one-handed keyboard but she much prefers the compact keyboard. Hence the reason we are buying one!"

(Teacher on loan of KeySonic Ultra Compact Keyboard)

6. Knowledge Transfer, Research and Development

Funded by: Scottish Government Core Grants and other funders (see individual projects 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.

OUTCOMES

Reports, papers, articles and books

- Nisbet, P.D. (2014) *SQA Digital Papers 2013 Summary Report*. Report for Scottish Qualifications Authority. CALL Scotland. <http://www.AdaptedDigitalExams.org.uk>

Conference Presentations

- Aitken, S. (2013) *Accessibility Strategies*, RNIB Vision Conference, Stirling, 19.4.13.
- Aitken, S. (2013) *Books for All Update*, Scottish Assoc. for Visual Impairment Education, Stirling 14.6.13.
- Mill, C. (2013) *Supporting Reading and Writing using the Google Chrome Browser*, ICT and Inclusion, Edinburgh, 18.6.13.
- Mill, C. (2013) *Creating Engaging Interactive Books for the iPad*, ICT and Inclusion, Edinburgh, 18.6.13 & Glasgow, 19.6.13.
- Mill, C. (2013) *iPad Apps to Support Learners with Dyslexia*, Dyslexia Scotland Education Conference, Perth, 21.9.13
- Millar, S (2013) *Ways to Communicate*, ICT and Inclusion Edinburgh, 18.6.13 & Glasgow, 19.6.13.
- Millar, S (2013) *Universal Support Materials* Communication Matters Conference, 15-15/9/13, Leeds
- Millar, S (2013) *Ways to Communicate: developing an AAC-friendly community*, NHS Orkney, 8.11.13
- Nisbet, P. (2013) *Making More of PDF: How to make and use Inclusive Digital Learning Resources for Computers and Tablets*, ICT and Inclusion, Edinburgh, 18.6.13 & Glasgow, 19.6.13.
- Nisbet, P. & Mill, C. (2013) *iPads to Support Learners with Reading or Writing Difficulties*, ICT and Inclusion Edinburgh, 18.6.13 & Glasgow, 19.6.13.
- Nisbet, P. (2014) *Use of ICT to Support Literacy Assessment*, National Literacy Network, Stirling, 6.3.14.
- Nisbet, P. (2014) *E-books and Digital Learning Materials - Breakthrough or Missed Opportunity to Support Dyslexic Learners*, British Dyslexia Association Conference, Guildford, 28.3.14.

7. Books for All

Funded by: Scottish Government Core Grant

OBJECTIVES

Provision of learning materials in accessible formats for pupils with additional support needs

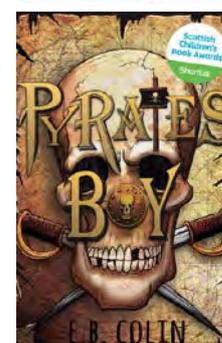
OUTCOMES

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 previous years these events had been held in Aberdeenshire , Angus, Argyll & Bute, Dumfries & Galloway, East Lothian, East Ayrshire, Glasgow, Highland, West Dunbartonshire,
- CALL continued to develop the [Books for All web site](#) (an average of over 5,900 visitors per month, totalling 70,935 in 2013-14; and increase of 45%).

Accessible format books from CALL

- Over 200 [Hodder Gibson textbooks](#) in accessible digital format are now available from CALL through the Books for All web site including many of the new National 3, 4 and 5 textbooks.
- CALL continued to work with the Scottish Book Trust and publishers to create and distribute [accessible digital versions of the shortlisted titles](#) for the 2013 Scottish Children's Book Awards. Schools requested 89 copies of CDs with accessible copies of the shortlisted books, allowing pupils who find it hard to read standard 'print' books to take part in the judging along with their peers in the classroom.
- CALL distributed 817 copies of 163 individual books to schools on CD. This compares with 655 copies of 164 individual digital books in 2012-13 and 755 copies of 121 titles in 2011-12. Most of these books are Hodder Gibson textbooks provided by the publisher under a special arrangement. The work involved in handling requests and burning CDs is becoming more significant as the service is becoming more popular and so we will explore more efficient methods of distribution in 2014-15,



Books for All Database

- New additions to the [Books for All Database](#) in 2013-14 included:
 - the entire set of 31 [Scottish Heinemann Primary Maths](#) textbooks and assessments, scanned and adapted with answer boxes so that learners can type their answers on screen;
 - PDF files of the 6 new [TeeJay Maths Curriculum for Excellence books](#) (supplied by the publishers);



- a complete set of the Scottish texts for National 5 and Higher English ([23 books, scanned](#));
 - Large Print 'New Maths in Action' textbooks contributed by Marie Lawson in Shetland and Caroline Jamieson in Moray (7 books).
- The Database now has 5,680 items listed.
 - 11,067 books were downloaded by 1,230 users in 2013-14, compared to 7,257 books by 862 users the previous year; a 43% increase in the number of users and a 53% increase in the number of downloaded books (Table 6 and Figure 4).
 - The Database is clearly providing practitioners and learners with a useful service.

Table 6: Users and books downloaded from the Database

	2010-11	2011-12	2012-13	2013-14
Number of downloaders	289	523	862	1,230
Number of books downloaded	2,012	3,923	7,257	11,067

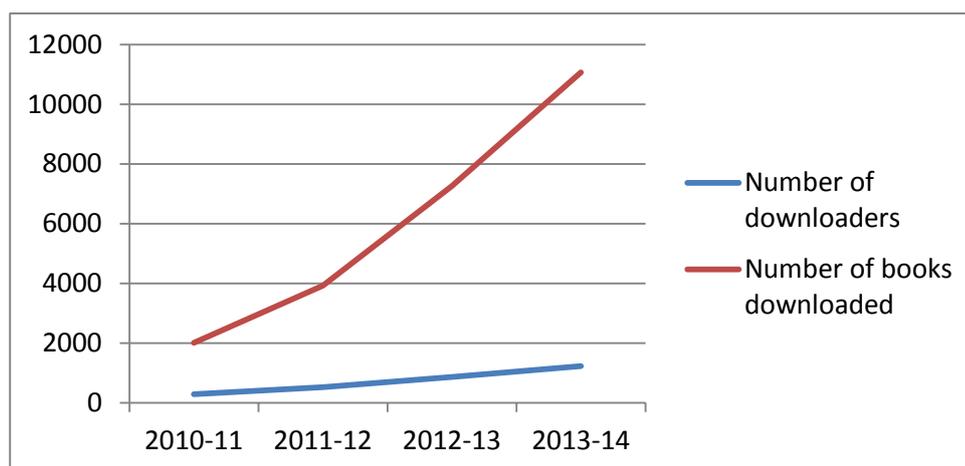


Figure 4: Users and downloads from the Books for All Database

Interactive maths textbooks

Last year we reported work in progress to scan and adapt Heinemann Scottish Primary Maths textbooks so that learners who cannot use a pen or pencil can use a computer or iPad to access the books and write their answers. Sarah and Rebecca in CALL, with volunteers from George Heriot's School in Edinburgh systematically adapted the entire catalogue which involved scanning and then manually drawing in tens of thousands of answer boxes to the digital textbooks. Adapting the maths books in this way has involved considerable experimentation to develop methods by which learners can successfully write mathematical expressions on the PDF files.

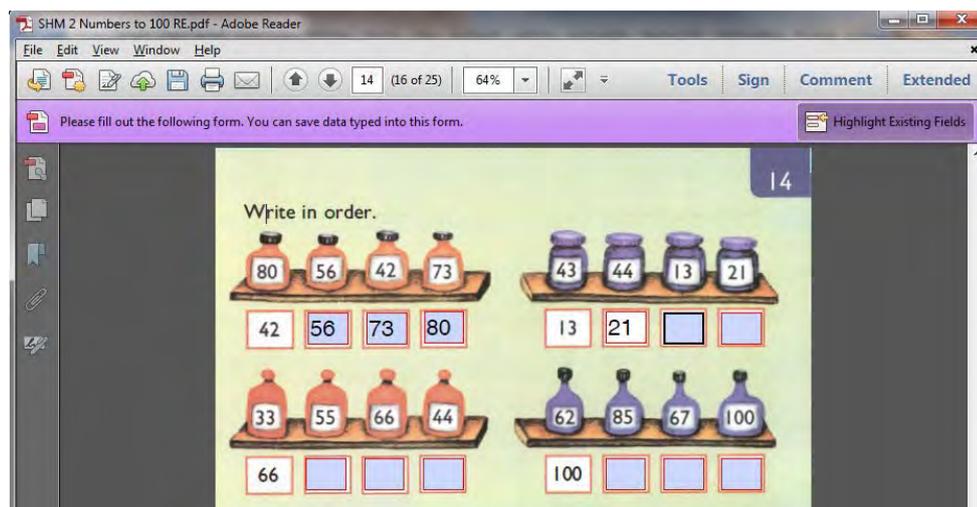


Figure 5: Typing answers into an adapted digital maths book

The books were [added to the Database](#) in July 2013 and have proved very popular. Practitioners report that the books are not only helpful for learners with physical disabilities: they are also accessible for students with visual impairment, dyspraxia, dyslexia and ASD.

In 2013-14, TeeJay published a new series of Curriculum for Excellence maths textbooks and work has started to adapt them to make them accessible in the same way.

Load2Learn Database

Last year we reported that the Department for Education in Westminster had 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.” CALL provided advice to RNIB based on our experiences with the Books for All Database and the resulting Load2Learn database (<http://load2learn.org.uk/>) is built using the same Scran technology that we use for Books for All.

The Load2Learn database is now well established and provides a source of electronic books that complements the Books for All Database. Many of the primary school books are used in Scottish schools, but there are very few secondary textbooks – most secondary titles are for the English National Curriculum. Initially Load2Learn charged for access but access is now free for practitioners across the UK.

The Scottish Computer Voices

The Heather high quality Scottish computer voice was downloaded 855 times: a total of 4,241 downloads since it was launched in 2008. The Stuart voice was downloaded 742 times in 2013-14, bringing the total number of downloads since it was launched in 2011 to 2,540.

The licencing of these voices (and distribution of WordTalk) for the Scottish Public Sector are good examples of CALL’s national impact. The voices help learners to read and understand curriculum materials, assessments and exams, and for some users of communication aids, the voice is literally their voice.

The voices are also very good value for the taxpayer and we calculate that they represent a saving of at least **£2 million** compared with the cost for every school in Scotland to buy the voices from Cereproc, or the nearest equivalent (the *ClaroRead* or *Read and Write Gold* text-to-speech programs that are shipped with a single female Scottish voice) (Table 7).

Now it is of course unlikely that every school in the country would buy the commercial programs

since a secondary site licence of *ClaroRead Standard* is on average £1050 while a secondary site licence for *Read and Write Gold* is £1995, and so we are not comparing like with like. Also, the free text-to-speech tools provided or promoted by CALL, such as *WordTalk* or *MiniReader* have fewer features than the commercial software; and some of CALL's core funding is spent on voice maintenance, developing and hosting the web site, awareness raising and CPD, etc, which adds to the Heather and Stuart costing. On the other hand, the commercial software does not ship with a male Scottish voice at all.

So although these are not exact comparisons they do give an indication of the cost savings that CALL, through funding from Scottish Government, has made available to schools, local authorities and the taxpayer.

More importantly, it is extremely unlikely that all schools or local authorities would purchase the commercial programs due to the costs involved, and so by providing free voices and software tools, **all** learners should have the opportunity to access the curriculum, tackle assessments and examinations, and communicate.

Feedback from staff and users suggests that the voices are key factors in driving the uptake and use of text-to-speech software in schools. This has been particularly relevant in 2013-14 because of the introduction of new National Literacy Assessments, where human readers are not permitted in the assessment of reading, whereas computer readers can be used. We believe that the provision of free high quality Scottish computer voices has enabled practitioners and learners to adapt assessment practices and approaches more effectively than would otherwise have been the case.

Table 7: Cost of purchasing Scottish computer voices for Scottish schools

	Cost of site licences for the Scottish Voices from CereProc	Cost of site licences of a single Scottish female voice with ClaroRead Standard	Cost of site licences of a single Scottish female voice with Read and Write Gold
Secondary schools	£728,000	£382,200	£726,180
Primary Schools	£2,056,000	£1,634,520	£2,364,400
Special Schools	£44,700	£118,455	£171,350
Totals	£2,828,700	£2,135,175	£3,261,930

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

Funded by: SQA

OUTCOMES

- The increase in the uptake of Digital Question Papers (DQPs) continued in 2013 when SQA received 4,291 requests for Digital Question Papers for 1,677 candidates. This represents a 735% increase in numbers of requests since the papers were first offered in 2008 (Table 8 and Figure 6).

Table 8: Number of requests for Digital Question Papers 2008-13

	2008	2009	2010	2011	2012	2013	% Δ 2012 - 2013
Number of requests	514	1,167	2,000	2,832	3,694	4,291	16%
Number of centres making requests	46	73	101	149	173	188	9%
Number of candidates	204	422	675	1,069	1,327	1,677	26%
Mean number of requests per centre	11.17	15.99	19.80	19.01	21.35	22.82	7%
Mean number of candidates per centre	4.43	5.78	6.68	7.32	7.67	8.92	16%
Mean number of requests per candidate	2.52	2.77	2.96	2.65	2.78	2.56	-8%

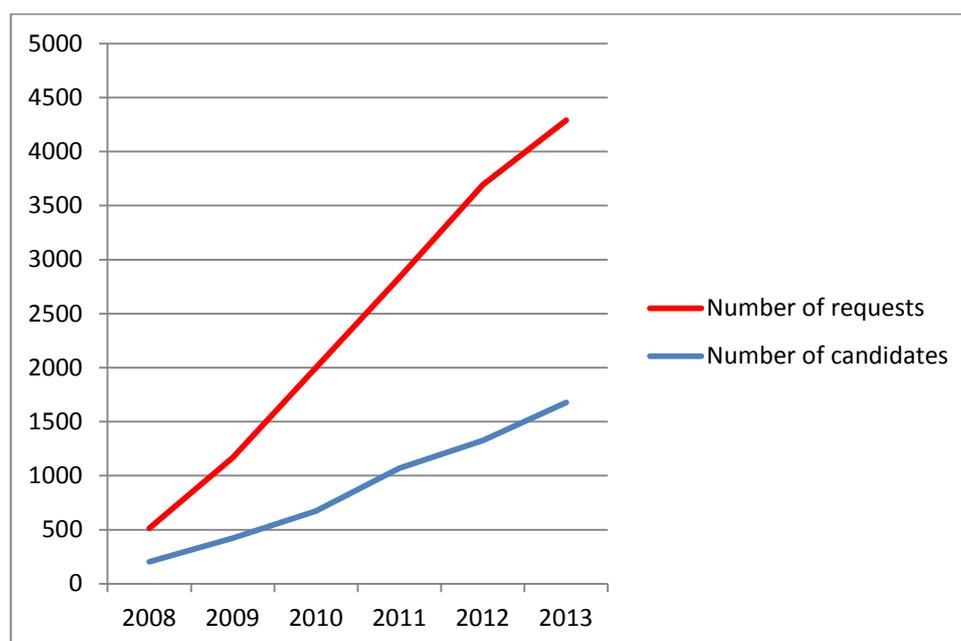


Figure 6: Number of candidates and requests for DQPs 2008 - 2013

- This is the first year that Digital papers have been used in schools in every local authority in

Scotland. For the first time, all the schools in one local authority (Perth and Kinross) used Digital Question Papers. Harris Academy in Dundee again made the largest number of requests (216 – up from 201 in 2012). However, it is clear that the use of DQPs is uneven across the country (Table 9). It is possible that many candidates are not being offered the same opportunities to work independently using technology as others.

Table 9: Percentage of schools and centres using Digital Question Papers

Authority/sector	% using Digital Papers 2013	Authority/sector	% using Digital Papers 2013
Perth and Kinross	100%	Stirling	38%
Aberdeenshire	76%	West Lothian	38%
East Lothian	67%	Moray	33%
Falkirk	67%	City of Glasgow	31%
South Ayrshire	63%	Argyll and Bute	30%
Dumfries and Galloway	59%	Edinburgh City	28%
Midlothian	57%	South Lanarkshire	27%
Dundee City	55%	Eilean Siar (Western Isles)	25%
Aberdeen City	54%	Fife	24%
Angus	50%	East Dunbartonshire	22%
Clackmannanshire	50%	Inverclyde	22%
North Ayrshire	45%	North Lanarkshire	21%
East Ayrshire	44%	Orkney Islands	20%
East Renfrewshire	43%	West Dunbartonshire	20%
Renfrewshire	42%	FE College	14%
Scottish Borders	40%	Independent	13%
Highland	39%	Shetland Islands	11%

- Use of ICT and digital question papers is becoming more common and popular: 19% of the 61,680 requests for Assessment Arrangements in examinations involved use of digital question papers or ICT. Readers and scribes remain the most common methods of support (31% of requests involve a reader; and 24% involve a scribe) but the data (Figure 7) suggests that ICT is gradually replacing the use of human support. The evidence indicates that digital papers and ICT offer candidates a more independent method of support, and that demands on staffing and accommodation are reduced, compared to user of reader/scribes.
- There continues to be considerable demand from schools and local authorities for CPD on introducing the digital papers and also on creating prelims. 7 CPD sessions were delivered in schools and local authorities throughout the year, plus 4 in CALL and 2 webinars.
- A report on the 2013 diet with further details and feedback from schools is available from the CALL web site at <http://www.adapteddigitalexams.org.uk/Downloads/Reports/>.

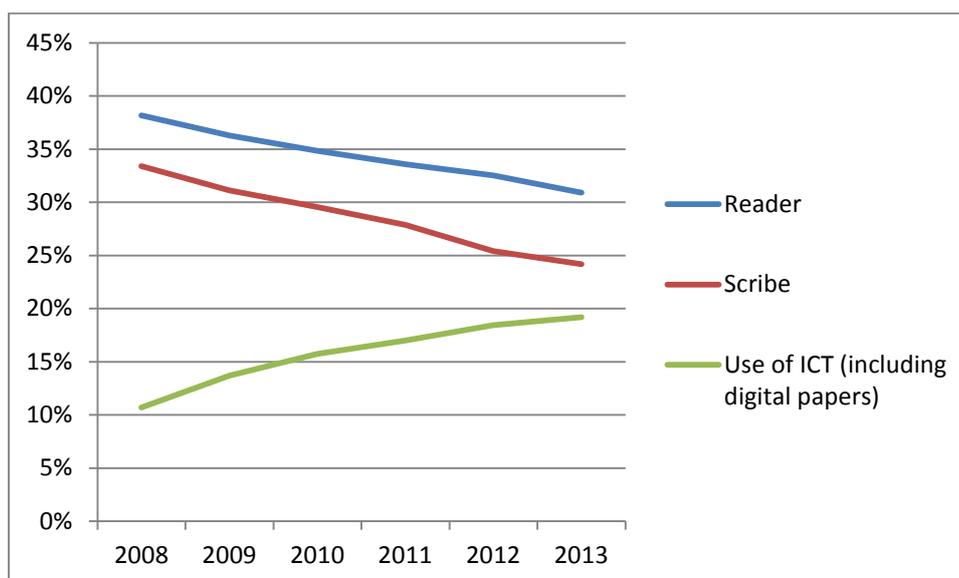


Figure 7: Percentage of requests for Assessment Arrangements that include reader, scribe and ICT

National Literacy Assessment

- The introduction of new National Qualifications for the 2013-14 session also saw new policies that restricted the use of readers and scribes in assessment of literacy where reading and scribing were explicitly assessed. However, while human readers cannot be used to read assessment texts, digital technology, including computer readers, can. Similarly, ICT can be used for assessment of writing. This did generate some concern from schools, parents and organisations.
- CALL undertook a number of developments to support schools to use ICT for these new assessments:
 - A [new section](#) on the web site was created;
 - Quick Guides on using ICT in Literacy Assessment were written;
 - Paul attended Round Table meetings organised by Scottish Government;
 - Paul provided input for local authorities, the Education Scotland National Literacy Network; the ASD Network, Dyslexia Scotland and schools.
 - CALL and SQA organised a very successful free event on the topic, attended by 60 practitioners in January 2014.

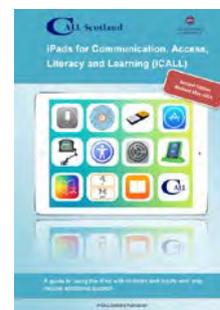


9. iPads & ASL

Funded by: Scottish Government Core Grant

OUTCOMES

- The [*iPads for Communication, Access, Literacy and Learning*](#) was published in September 2012 and has since been downloaded 5,868 times; 142 hard copies have been sold. The book is currently being updated for the new iOS 7 and the second edition will be published in 2014.
- A downloadable [*Wheel of iPad Apps for Learners with Dyslexia/Reading and Writing Difficulties*](#) was produced and proved to be a spectacular success, with nearly 12,000 downloads in less than five months. This has raised awareness and enhanced the reputation of CALL throughout the world, leading to collaboration on a similar 'wheel' for Google Chrome apps with an assistive technology specialist in the USA. CALL will also be producing an 'App Wheel' for communication apps later in 2014.
- CALL has a small stock of iPads and these have been essential for assessment, loan and training. However, there is a waiting list and a need to purchase more devices.
- iPad-related CPD courses were developed and delivered on:
 - Introduction to iPads for pupils with ASN (x2)
 - Picture apps to support basic communication
 - iPads for AAC: Full Featured Apps from Symbols to Text
 - iPads and dyslexia
 - iPads for pupils with visual impairment
- CALL ran an Information Day for parents, Saturday 23 November 2013 in Edinburgh on the iPad for learning, communication, and to support literacy.
- CALL intends becoming an Apple Regional Training Centre in 2014. This will give access to a wide range of CPD resources that will enhance our courses and information services.



10. 'A Right to Speak' - Extension of 2012/13 project

Funded by: Scottish Government (via NHS Education for Scotland (NES))

OBJECTIVES

CALL was commissioned by NHS Education for Scotland (NES) to extend the previous year's project by creating a full suite of online learning modules on AAC built on the 'starter' module already produced, to accompany the set of other materials already produced (videos, posters, leaflet, communication boards etc. commissioned by NES in as "appropriate resources, to promote universal support, for people who use AAC, by increasing awareness of AAC in the wider community and by enhancing the ability of the wider community to adapt to the communicative requirements of those who use AAC.")



TARGET OUTCOMES

A suite of accessible online learning modules at a highly accessible introductory level, providing an introduction to augmentative and alternative communication.

OUTCOMES

Sally Millar and Craig Mill refined their earlier drafts and have created [five online modules](#):

- Module 1 – Communication in Everyday Life (Introduction)
- Module 2 – Communication Support Needs
- Module 3 – Augmentative and Alternative Communication
- Module 4 – Helping to Make Communication Work
- Module 5 – Inclusive Communication



All of these modules are highly accessible both technically, for people with physical and/or visual impairments, and in terms of their presentation and content. They are available in two versions:

- (1) interactive version (highly visually interesting, interactive (mouse/tablet) , with optional audio (for users who may experience barriers to literacy.
- (2) text version for users with blindness or visual impairment,

Content-wise, all five modules are at an introductory level, aimed at users with no previous knowledge of communication disability, and no specialist expertise in terms of communication support, or communication technology. The language is simple and jargon-free and there are many video-clips, photos and links to 'bring them alive'.

The modules can be viewed one by one as 'stand-alones', or in sequence. Each module takes about 5- 10 minutes to view – or longer if you want to explore the many links and resources – and finishes with a 'Test your Knowledge' quiz, and a printable personalised certificate.

The Modules will fit well as a more specific 'sequel' to more general 'disability awareness' training, and/or as an introductory 'starter' to more specialised studies in communication and social care. They provide a comprehensive introduction to augmentative and alternative communication,

useful for awareness raising, new staff induction and CPD for both statutory and voluntary sector, public and commercial services, and for training students in education, healthcare and social care professions.

The Modules are linked to the [IPAACKS](#) framework (Informing & Profiling AAC Knowledge and Skills), another part of the Right to Speak project. Each Module shows the specific 'Core Values and Commitments' and 'AAC specific knowledge and skills' that are particularly relevant to that module topic. They will therefore be a helpful tool for services, teams or individuals that wish to 'self-audit' and to develop best practice, and ensure positive outcomes for people who use AAC.

Robert created a CALL mini-site to host the online modules (and many other AAC resources created by CALL at www.aacscotland.org.uk).

11. 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

- Development of CALL Passports 'App' for iPhone, iPad or iPod Touch.
- Practitioners and parents can download free paper and computer-based Passport Templates, plus information and guidance from the CALL/Passports web site at <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

The CALL 'App' for iPad/iPod Touch & iPhone is effectively finished (though is not yet available on the App store, for administrative rather than technical reasons). It is hoped that this will be useful for 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.

Demand for Passports courses and for 'refresher courses' (mainly on-site rather than in CALL) occurs from time to time, and Passports is always an important component of CALL training on e.g. 'Listening to Children'; Complex and Multiple ASN etc.

CALL is frequently both referenced and asked for information and references, as increasing numbers of health, education and social care students worldwide undertake research and development work, and seek for guidance in their clinical/practical work with clients, with Passports.

USER FEEDBACK

Positive feedback on various aspects of Passports work comes in from all over the world – this seems to be one element of CALL work that has a truly universal application: making Personal Communication Passports is effective, and is considered as 'best practice' in many and diverse settings.

12. GLOSSARY

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
CM	Communication Matters
CPD	Continuing Professional Development
ES	Education Scotland
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



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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.