

WOODLANDS MEED COLLEGE WORKING WITH INSPIRED INSPIRATIONS



Woodlands Meed College is a special school that provides for young people with SEND from 14-19.

Here is our in depth study of incorporating Tiny Tablets into our students daily routines and the improvements we have seen.

SEN - LEARNING FOR ALL PROJECT

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Each student is offered individualised care and learning, while belonging to an inclusive, understanding and rewarding community.

Our dedicated teaching staff all possess skills across a wide range of expertise. Also, we benefit from a strong multi-disciplinary team of medical therapists, providing excellent care for all: speech and language therapy, occupational therapy, special school nurses and physiotherapy. Working together with the knowledgeable and experienced educational staff, they provide a highly personalised and creative curriculum, encouraging all students to achieve their full potential.

As part of our multidisciplinary tool kit we have just purchased two Tiny Tablets from Inspired Inspirations. The process of purchase could not have been smoother. Our initial enquiries were handled efficiently and followed up immediately. From placing the order to delivery was a mere six days!

Stewart who I dealt with from the beginning has been approachable and knowledgeable. He responds to emails in a timely manner and was a good trainer in the one to one session that we had, both enthusiastic and knowledgeable about his product.

The tablets themselves look great in the classroom with their jigsaw-designed frame and could not be easier to use. The instructions that come with them are clear and there are pre-loaded useful apps to get started immediately. They are easy to manoeuvre and adjust so that they are completely accessible for all of our students.



At Woodlands Meed we teach a varied and comprehensive curriculum that caters for the students who need a highly sensory curriculum to those taking GCSEs.

The Tiny Tablet works across all of our classes. They can be used for collaborative activities bringing together students who may not work together in any other circumstance.

They can be used to reinforce learning with fun class activities at the end of a session. They can bring online events closer to the students and allow them to interact more effectively with other members of a meeting or assembly.

Students can use them to demonstrate skills and knowledge and this can be captured and dropped straight in to the school's own on line learning platform.

All the staff have received the idea of using the Tiny Tablets in their classroom enthusiastically.

The occupational therapists who work at the school have expressed interest in using it in their sessions. It has been used in intervention sessions to support classroom learning.

We are setting up class folders to prevent the issue of app overload and sharing apps that are suitable for certain subjects across different levels



INDIVIDUAL CASE STUDIES

Student T

T has a diagnosis of cerebral palsy.

His fine and gross motor skills are significantly under developed. Using the Tiny Tablet has meant that he can participate in all class activities, many of which involve using a tablet. He has been able to work and play with other members of his peer group and demonstrate his progress far more effectively than previously.

The size and robustness of the tablet as well as its accessibility means that he can use it without fear of damaging it and he has a far more substantial area to work within. It has been particularly useful during maths. Many of the plenary sessions are carried out using games and T can now access these and demonstrate a more accurate reflection of his knowledge.



INDIVIDUAL CASE STUDIES

Student N

N has significantly delayed expressive and receptive language and learning skills.

N has embraced the use of the Tiny Tablet whole-heartedly. She requests to use it at every opportunity and enjoys finding the pages she wants through speech accessibility. Her literacy skills do not allow her to use technology without this, but she has managed to work out for herself how to access it on the Tiny Tablet.

She uses the technology as a self-regulation tool. She will not leave the classroom so often if she can use the tablet. She cooperates with peers to play games and do mindfulness colouring. The size of the screen means that 2 or 3 students at once can access an activity and collaborate about how they will proceed. This enables decision-making and team working. Both of which are areas of development for N.



INDIVIDUAL CASE STUDIES

Student C

A student in my class has been using the Tiny Tablet regularly as part of her communication and maths sessions.

This student is not able to enjoy the use of a regular sized tablet, her fleeting visual attention lessening her awareness of cause and effect. On the tiny tablet she is able to recognise when her action has had an impact, reaching out again and again to take part in a colour changing game.

This student is also now able to take part in activities with a classmate in a meaningful collaboration on the Tiny Tablet, showing acceptance of others' contributions.

She clearly enjoys using the tablet, showing anticipation of familiar games and, at one point, saying the word "music" to comment on what she was experiencing. The sensory possibilities for her on this large scale tablet have opened up opportunities to communicate, collaborate with others and enjoy focusing on an activity in which she can have full control.

As we continue to work with her we will introduce her to new apps, challenging her to generalise the skill she has already gained, and providing her more opportunities to work with others and communicate her experience.

