



iCanRead - Case Study - Treetops Special Needs School

Luke Maguire - Class teacher

The challenge

Small intro to the school - background, SEN make up of the school etc.

12 children – ranging from P scales to level 5 (with a range of additional needs including autism, Asperger’s and ADHD), - lack of interest in reading, lack of evidence of parental engagement - particularly with reading - this underpins all their learning - if they progress and achieve in reading they will grow in confidence and success - it is crucial.

The Outcomes

W/S 27 APRIL 2015			
Name	Reading sessions	Pages Read	Medal
Ayomide Ashiru	1	0	Bronze
Joshua Ely	1	7	Bronze
James Hopkins	3	17	Silver
Scarlett Gibbinson	2	130	Bronze
Georgie Chapman	6	42	Gold
Charlie Wollard	4	54	Silver

W/S 27 APRIL 2015			
Name	Reading sessions	Pages Read	Medal
Joseph Abiodun	0	0	No Medal
Sonny Scott	7	10	Platinum
Ayomide Ashiru	1	0	Bronze
Scarlett Gibbinson	2	30	Bronze
Georgie Chapman	1	24	Bronze





In class

The baseline for these children was simple, the children were not engaged in reading as much as the school had hoped. There was little incentive for the children to focus on reading – something they struggled with and the school did not know how often they read at home. With the introduction of the app there was a 50% increase in children reading at home daily with parents.

Over the course of the trial as a result of the key words and sounds over half of the children increased the number of key words they recognised by sight and improved the sounds they recognised.

There has been a steady increase in the children's understanding of the texts they are reading. During guided reading sessions there has been a noticeable increase in the children's ability to retrieve simple information, but also children are becoming more confident to infer and this has come from increased discussion with parents at home about the books the children are reading.

The book reviews have had a surprising effect as even some of the most reluctant. Writers have regularly submitted reviews and worked hard to add in written comments. Those that have not been able to submit written reviews have really responded to the touch screen options that has allowed them to take part and be fully included in GR sessions. Some children just use the smiley/sad face to create their book review – something that has been a great feature in a special needs setting.



At home

Our Ofsted report in 2014 graded us as outstanding, with the development point to increase parental engagement. iCR has been instrumental in that journey. Parents have engaged with their child's learning, which has increase progress in school. The simplicity of the app, the ease of use, the convenience and the attraction of mobile technology has enabled all parents to fully engage with the school and more importantly their child's reading.

Testimonies

Overall the iCanRead app has been met with great enthusiasm. Both children and parents have given positive feedback – with the children in my class asking to use the app on a daily basis. I have witnessed improvement in phonics, where the children have been using the app to support their learning.

The availability of the app on smart phones and tablets has allowed it to be accessible to all of the children in my class. The app has become part of our daily routine. This use of up to date technology has really engaged the class and I cannot praise it enough.

Mr Maguire, class teacher, summary and recommendation



The stickers are cool and I am trying to collect them all
Joshua, 11 (child)



I like that I can make my teacher proud
Georgie, 10 (child)



I love the different sections of the app – it makes it really clear for me. The book review part allows me to tell all my friends how good my book is.

Scarlett, 11 (child)

