

Part 1



(Source: DTSL, 2018)

TechniColour

Overlay Software



(Source: Can Stock Photo, 2018)

Introduction

TechniColour is a tool which aims to support children with visual perception difficulties when reading text through a digital form. It is a downloadable overlay software which allows the user to change the colour of the screen which they are looking at to correspond with the overlay they may use when reading a written piece of text. This software is also available in the form of both Android and iOS app allowing this to be appropriate for use on an iPad or a tablet.

Once the software is launched the screen will show examples of the colours available and the child will then be able to click on which ones they want. It is also possible to double up the colours to achieve the desired intensity of colour filter.

Early Years

Created from a child-centered approach and through the innovative design of this software, once installed or downloaded, children can use it completely independently.

This allows the children to feel capable, confident and independent in their learning, especially within upper foundation phase such as Year 2 where it is expected for

children to carry out activities independently using a variety of sources and mediums. It also promotes inclusion within the classroom as it allows children with visual perceptive difficulties to join in without having to feel they need to ask for assistance as it is a child friendly, straight forward application.

Due to the rise of the use of technology within the classroom as part of the Digital Competency framework (2016) of the new curriculum, Successful Futures (2015) which is to be rolled out fully by 2019 / 2020, I believe that this software will enable the children to be adaptable, confident learners which is something that is highlighted as an outcome of the new curriculum.

Who?

This software is aimed to support children and provide Early years practitioners with an accessible learning tool to promote inclusion for children with an additional learning need within the classroom.

Why?

Through my involvement as a practitioner, I have had first-hand experience with children who suffer with visual perception

difficulties, from Dyslexia to special awareness or depth perception, it has become apparent that children who suffer with these difficulties lose confidence and self-esteem. Particularly with the different devices which the children are expected to use on a daily basis enabling them to become confident and competent learners. This software aims to support the children in their learning particularly with the rise of Successful Futures (2015).

the intensity require neither. Also once this function is set you then need to go back into the settings and manually change it back to the original colour filter if someone else requires the device you're the child may be using, which in my experience is the case as due to budgeting issues most schools have a set of iPads or tablets to share between the classes, not for individual use, therefore constantly changing this feature is time consuming for both the practitioner and the child.

Innovative and Unique?

Although this is not the first of its kind, I believe that this software is different to what is already available due to the fact it is child-centered and will enable the child to use the software and app independently, by choosing from the variety of colours available from mint to magenta, I feel that this will be the software's **unique selling point**.

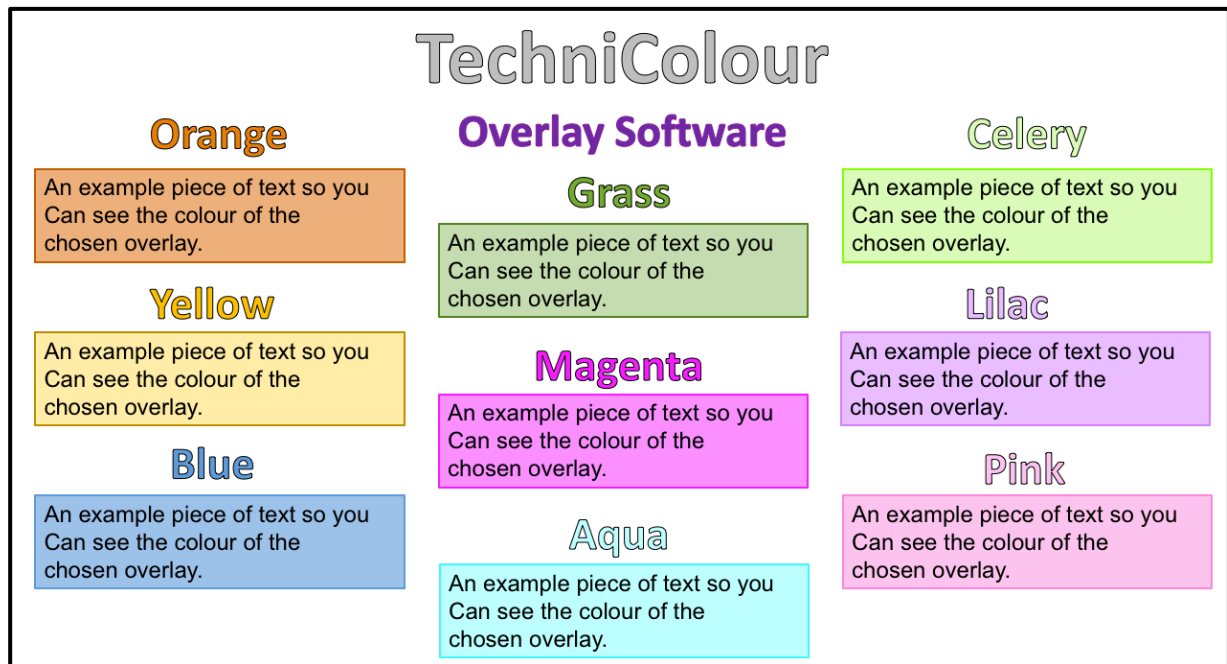
Many Apple devices already allow you to change the colour filter of the screen, however, to adjust the colour filters to the desired colour remains to be difficult. The use of the slider function makes the process extremely complicated as the function cannot be exact to access the required colour filter or

Challenges

Like most new businesses there are always a mixture of challenges and barriers which I will face. The most prominent being, funding, due to this being an independent project it does not qualify for any government funding and requires a bank loan to initiate the launch of the project. Another challenge would be gaining the support from trained professionals dealing with all aspects from technical support and programming to connect the algorithms needed to apply the colour filters to the screen, a marketing team to pitch the project to stakeholders and future investors and an accountant to oversee the financial aspects are running as should be.

Examples of software

The opening screen which is displayed once the software or app is open.



(Source: L Brewster, 2018)

Once the desired colour is chosen the screen will look as follows.



(Source: L Brewster, 2018a)



(Source: LogoMix.co.uk, 2018)

Part 2

Whilst carrying out research for this assignment it was clear that although there is software available for practitioners to use to support those children who suffer with visual perception disorders, the software's available were not 'child friendly' and required a lot of support from an adult to run the programs. This software, once it has been downloaded, enables the children to develop their skills through the use of a variety of devices by providing the opportunity to use this program independently. Williams et al (2011) found that visual perception difficulties are becoming more common in young teenage children, this could be a consequence of the fast rise of technology within the classrooms and the ever-changing support techniques used to aid children who suffer with the different characteristics of visual perception difficulties. This software aims to prevent children from feeling as though they are unable to be effectively supported when using the varied devices which is expected within today's Successful Futures (2015) curriculum. Enabling them to access materials at a young age with the independence and capability to become strong and valued learners within today's society. Software, such as this, with the child-centered approach facilitates children learning and cultivates children's desire to learn from an early age and simultaneously empowers the children to become 'ambitious, capable learners' as stated as one of the four purposes of the Successful futures Curriculum (Welsh Government, 2015).

Thorpe et al. (2015) found that during research into the use of different technologies within the classrooms in Australia, teachers were unable to adjust to the use of ICT within their classrooms but were 'comfortable with digital technology in everyday use'. This counterproductive behaviour, experienced in the United Kingdom also, hinders the progression of newfound technology and resources which have been produced to support and develop the learning experiences of children. This is a big challenge, not only in Australia but also across the world, which all new digitally based business's face. Whilst the acceptance numbers of children entering schools across Wales escalate the funding which school are given declines, with up to 88% of school having to take budget cuts and Primary schools facing a loss of around '£52,546 per year' (neu.org, 2018). According to the School cuts organization (2018) there has been a total loss of 8.1 Million since 2015 for both primary and secondary schools within the Swansea area alone. This is an extreme challenge which most early years business's,

projects and initiatives face as due to this there is more reluctance to invest in new schemes for learning due to the facts that it is not financially feasible for the schools to invest. This can result in a low interest of the product which businesses are trying to sell. Lastly another challenge which would be faced would be the budgeting of the financial aspect of this business/project. As mentioned in the business handbook of this assignment most schools have one or two sets of ten iPads or tablets to share between foundation phase and key stage 2 and each classroom will only tend to have at least two to four computers, not individual devices for those children who require it. This project also supports settings well-being policies, making sure that all children feel valued and promotes the children's sense of identity, enabling them to gain a sense of self-worth and help to develop their individual well-being. This is an integral part of learning, as when the child or children are at ease and comfortable and feel valued they are capable to learn more and engage in rich activities without feeling segregated or devalued.

Possible further opportunities for this business would be a bench mark for all settings to use this software to show continuous practice throughout the school, with the new curriculum for Wales, successful futures (2015), stretching from 3-11 this tool can be used by children of all ages due to its simple and straight forward application. This is a software which could be implemented across the Early years and key stage 2 field. It is a "hassle free" application which requires no technical training for staff to undergo which means no extra hidden cost for schools to pay.

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