

Technology as a UDL Approach to support learners with Dyslexia

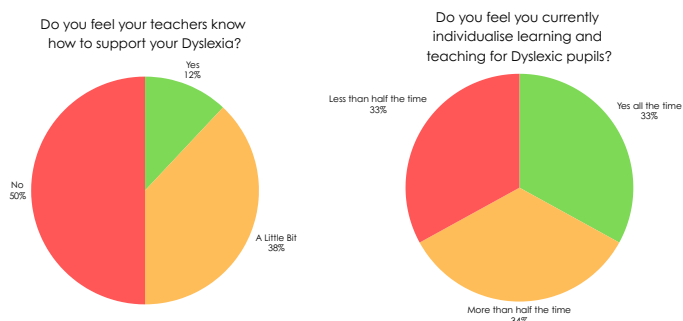
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Enquiry Overview and Aims

My professional enquiry explored **how technology can be used within a Universal Design for Learning (UDL) approach to support the inclusion of dyslexic learners in the classroom**. The aim was to identify how digital tools could reduce barriers to participation, enabling all pupils to access learning in equitable and meaningful ways.

My enquiry examined how assistive and accessibility technologies—such as Microsoft’s Immersive Reader and Office Lens—could be embedded into everyday teaching practice. The enquiry aligned with school and national priorities around wellbeing, equity, and inclusion, focusing on creating a universally designed learning environment where dyslexic pupils can engage, express, and achieve at their full potential.



My Professional Learning Journey

Engaging deeply with research, theory, and policy—such as the CIRCLE Framework, Universal Design for Learning (UDL), the Morgan Review, and the Making Sense Report strengthened my understanding of inclusive pedagogy and digital transformation in education.

Through leading whole-school professional learning, gathering and analysing data, and reflecting on the voices of dyslexic learners, I developed enhanced leadership, analytical, and communication skills. The process reinforced the belief that technology, when used universally rather than as an add-on, can empower all learners and foster a culture of equity and participation.



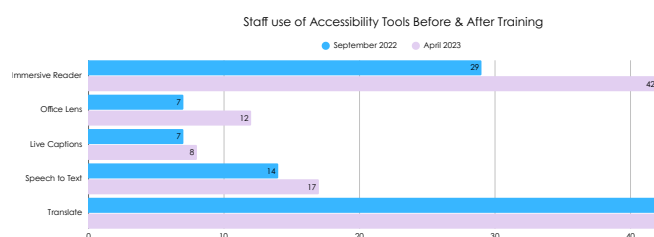
Download resources here



Collaboration and Impact

I worked with senior leaders, pupil support staff, classroom teachers, and learners to identify barriers and co-develop practical strategies for change. This included leading staff training on digital accessibility tools, creating Quick Guide posters for classrooms, and supporting pupils directly through one-to-one device training.

The impact was seen through an increase in staff awareness and use of accessibility tools, stronger digital confidence, and improved pupil independence and engagement. The resources created have been shared nationally through DigiLearnScot, endorsed by Microsoft Education, and downloaded globally, extending the project’s reach far beyond the school.



Next Steps

- Continue to develop leadership skills to confidently lead whole-school change in digital inclusion and UDL.
- Offer ongoing professional learning to build all staff’s confidence in using assistive technology and digital differentiation.
- Strengthen pupil voice activities to monitor the impact of inclusive technology on engagement, confidence, and attainment.