NAS(AT) Supported Home Learning Policy – SO-0351

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NAS Supported Home Learning Policy

We will regularly review our policies to ensure that we are

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010 and the protected characteristics therein.

1.Rationale

In the event of a not being able to attend school and / or a NAS / AT school closure, we are committed to providing continuity of education to our autistic pupils and will do so through a process of supported home learning.

Supported home learning can consist of printed materials supplied by the school, various curriculum resources supplied by the school, online learning through various platforms, staff instructions via email, video link, email and / or telephone. Our pupils' families and carers are crucial in the implementation of this policy because we know that many autistic children either cannot or will not access digital learning platforms independently (NAS *Left Stranded* Report, 2020).

Supported home learning could take place under circumstances such as shielding, self-isolating, unable to attend school due to an illness, local and / or national lockdowns due to Covid-19.

The school will work with parents / carers to look at the most appropriate way to deliver the method of supported home learning.

However, this assumes that the pupil is able to access the work, is supported by the parents / carers and is able to complete the work. We recognise that due to their autism, and associated anxieties, some of our pupils will find homework, and/or attempting work from home difficult and may find the whole process extremely challenging. This could result in behaviours of concern at home so <u>school will need to work closely with parents / carers (and external agencies as needed) to decide on the most suitable approach.</u> Being clear with pupils about why home learning is necessary at this time, allowing them to create a 'school' space at home, and following a clear, consistent timetable (between agreed hours) are likely to be important.

Additionally, during the ongoing Covid pandemic, the school could offer a mixture of home learning and school attendance and integrate a level of flexibility in order to achieve the best outcomes for the pupils and their families

There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents / carers choose to take the pupil on holiday during term time. Similarly, this would apply if

parents / carers made the decision, without prior agreement with the school, to absent the pupil from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The type and level of supported home learning is likely to be determined by the length of any school closure and the ability of both pupils and staff to participate in supported home learning, owing to widespread illness, for example.

The supported home learning arrangements for each NAS (AT) school will be managed by the Principal.

2. Supported home learning for individual pupils

Sometimes supported home learning will be required for individual circumstances. If this occurs, the collation of work and communication with the parent / carer and the frequency or those will be coordinated by the pupil's class teacher or as determined by the school Principal.

3. Supported home learning in the event of extended pupil absence or school closure

In the event of an extended pupil absence or school closure, the school will provide continuity of learning in the following ways:

a) Regular direct instruction from school staff, with the ability of pupils to ask questions given their specific needs and preferences.

b) The setting of work that pupils complete at home

c) The assessment of pupil work that is submitted to teaching staff and on which feedback is provided on a basis determined by the school's assessment procedures.

Pupils, teaching staff and clinical teams are expected to have access to the internet whilst at home; it is recognised that some families may not have access to printers and will therefore not require the printing of material. If internet access is unavailable to a pupil, then they should contact the school to see if they are eligible for government support.

The online platforms the school will use to deliver remote learning will be determined by each school.

Pupils, parents / carers will have been given instruction and guidelines by the school on how to access the platform where necessary.

Teaching staff will ensure that work meets pupils' needs as required when setting work remotely.

4. The setting of tasks

Tasks will be set in accordance with existing schemes of work. Tasks will be designed to allow pupils to progress through schemes of work at a similar pace as if they were in school, where possible. Naturally, supported home learning will require pupils and

transdisciplinary teams to take a different approach to working through content but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and endeavour to ensure pupils do not fall behind.

The type of task set will vary between subjects but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource - and making notes on it depending on pupil need
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Seneca Learning, Hegarty Maths, GCSE pod, BBC Bitesize, Oak National Academy)
- Priority will be given to pupils' personal development including social learning, mathematical skill, linguistic development (including phonics, language acquisition, literacy and reading), scientific & technical skills and creative skills that can be achieved remotely.

5. Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with supported home learning, teaching staff will endeavour to provide regular feedback to pupils on pieces of work that they are required to complete and submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ supported home learning.

Teaching staff should keep accurate records of all work completed, submitted and assessed.

Clinicians in schools are responsible for carrying out necessary assessments and to inform, individual plans according to EHCP requirements. This may take a different format to what has previously taken place and schools' clinicians may need to adopt a more flexible approach to assessment.

Clinicians should keep accurate records of all clinical support and interventions as is required by HCPC registration and their professional bodies.

Clinicians should work collaboratively with teaching staff and assistants and where applicable with external partners such as social services and CAMHS.

6. Reasonable adaptations for pupils

Just as reasonable adaptations are made for autistic pupils while learning at school, they may need to be made for learning at home. Whilst it is understandable that these suggestions are not always possible in a home environment, every effort should be made to implement these guidelines in particular, teaching staff will need to be aware that due to their autism and learning difficulties pupil's may:

- Need clear structure to successfully engage in work (which may include a clear timetable of work, with clear expectations that is sent home), with clear suggested time frames;
- Need information to be provided in a low arousal way (i.e. screens and worksheets that are plain and clear rather than 'busy');
- Tasks to be broken down and presented in 'chunks' (rather than long and/or open questions requiring lengthy answers that the pupil needs to structure);
- Need support to organise themselves due to executive functioning difficulties. This may include needing reminders for online lessons, or of what work they should be completing, when.

It will also be important for staff to communicate to parents and carers:

- How long their child is normally able to focus on a task before they need a break
- How to keep them on task (if this is a problem)
- How frequently movement breaks are needed (if at all) and what form they should take
- When and how timers should be used with their child.
- What a good learning (e.g. sensory) environment typically looks like for their child.
- Collaborative support will be provided by the school which is informed by transdisciplinary embedded approaches and knowledge.

7. Responsibilities of pupils

Assuming that a pupil is able to access work given their particular need, and that the pupil remains healthy, physically and mentally well enough to work, pupils will be expected to participate as fully as possible in the supported home learning process.

It is expected that parents/ carers have internet access at home to access supported home learning resources, but teaching staff will make no presumption of the pupil's ability to print at home.

8. Responsibilities of teaching staff

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device, which may be provided if available.

If there are IT related issues while remote working, teaching staff can contact a member of the Senior Leadership Team (SLT).

All work set for pupils will have to be approved by a member of SLT.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive then a member of SLT will support.

The school will provide a range of training opportunities that teaching staff should access before any planned supported home learning occurs. Teaching staff should ensure that they have looked through specific instructions, watched walkthroughs, and attended training sessions. If teaching staff require support with any aspects of supported learning, they are encouraged to consult their SLT.

Teaching staff should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. The only exception is where a message is received and read that contains matters of an urgent safeguarding matter. If this is the case, then staff should follow the NAS Safeguarding Children Policy.

Communication must always occur via official school email/communications routes and not through personal accounts or other websites/social media.

Staff will support the SLT in Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement, making use of and adapting where necessary the DfE's 'Review your remote education provision framework: schools'.

9. Safeguarding during supported home learning

Pupils, parents and teaching staff are reminded that the school's Safeguarding (and Child Protection) Policy still applies to all interactions between pupils and teaching staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which teaching staff must adhere, whether they are at home, in the community or at school.

10. Links with other policies

Quality of Life Framework policy

Safeguarding Children (Child Protection) Policy

Parents and schools in partnership policy

Staff conduct and integrity

School marking policy

Positive Behaviour support policy

Special Educational Needs policy

Data protection policy

Online safety policy

11. Resources

Parents / carers are advised to spend some time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:
- Internet matters - for support for parents and carers to keep their children safe online

- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and carers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

National Online Safety®
#WakeUpWednesday

10 TOP TIPS
REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain Feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.