



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

HOME LEARNING POLICY AND PLAN Updated January 2021

Policy agreed by: Standards and Achievement committee
Review due: February 2022

Date: 05.02.21

Introduction

Following a period of closure in Spring and Summer 2020 The Federation of Westminster Special Schools have developed a contingency plan, in line with DFE guidelines (Guidance for full opening: Special Schools 2nd July 2020, updated 31st December 2020). We are currently in further period of lockdown across the country. All pupils across the Federation will have access to a blended learning offer. Pupils will continue to be provided with a blended education offer which is high quality and aligns as closely as possible with their in-school provision.

Elements of this policy and plan will be used by the Federation schools once the Covid Pandemic response has been resolved in order to support pupils who are unable to attend school due to their health needs. The FWSS **Children with health needs who cannot attend school policy** is available via the Federation website.

Planning and activities will be structured around the Education, Health & Care Plans of individual pupils and as far as possible in line with the curriculum offer whilst in school. Teachers will schedule learning in a manner that does not overwhelm our children and continues to provide them with a personalised approach, informed by their wider needs (including guidance of specialists). All pupils within the Federation will need adult / family support to effectively learn from home and the schools will support families to achieve this. Teaching and learning will be tailored and updated weekly allowing for replication of classroom activity to the best of our ability. Teachers will be in weekly contact with families by phone or Teams to ensure that ongoing learning is appropriate, meaningful and manageable. In all communications we will prioritise the wellbeing of our children and their families.

Successes from previous lockdown (March 2020)

Since March, the school provided a successful model, which included:

- Communication with parents through phone calls / emails / website and letters.
- Introduction of Teams video calls for all classes to enable them to interact with their class staff team and peers.
- Home learning adapted following feedback from weekly phone calls and Parental Survey.
- Support and engagement from all staff
- Support for families to access school play areas and play scheme sessions during the summer term and the summer holidays.
- Video sessions, consistently available via our website for: PE, music, Art, Sensory Stories, Therapy input, Attention Autism sessions Blended curriculum approach: total communication approach embedded within My Play and Leisure, My Creative Arts, My Supported Independence, My Health and Well-being;
- Live sessions are scheduled each week at both schools to support core curriculum areas where pupils can join their classmates and staff that are currently attending school.
- Easter and May holiday provision for keyworker / vulnerable children from across the Federation
- Resource packs provided to support learning in a range of curriculum areas / personalized learning e.g. Art, Sensory learning, active engagement & digital devices provided
- All families contacted (at least) weekly by their class teacher or a member of the leadership team
- Communication from parents to school via email checked daily.
- Families encouraged to share photos of home learning.
- Virtual Tours on the website or live digital tours and visits arranged outside of the school day to view the school provision for prospective pupils.

Identified possible lockdown scenarios:

- Individual children who are waiting to be tested/isolating.
- A partial lockdown involving classes / bubbles or Clusters of children.
- A longer term whole school lockdown due to major outbreak
- A National lockdown – All pupils offered provision on a rota with parents able to request their child does not attend.

- Short term staff absence
- Long term staff absence
- CEV pupils

The Need for Flexibility of Learning

We realise that the circumstances that cause our schools move to a blended learning offer will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited.
- parents may have two or more children trying to access technology and may need support to help prioritise.
- teachers may be trying to manage a range of circumstances in their home situation e.g. self isolating or unwell.
- pupils may not tolerate digital 'learning' at home due to their SEND, particularly pupils with fixed distinctions between home and school, however creative and personalised approaches have been developed to encourage learning through play and activities.
- systems i.e. WiFi, may not always function as they should.
- parents may not feel confident in supporting / approaching 'learning' with their child at home.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Staff will work in close partnership with you to support you and your child to engage with their personalised learning plan in the most suitable way for you.

Teachers will:-

- Create a personalised plan including learning targets with suggested corresponding activities, linked to each area of pupils' individual Education, Health & Care Plans as appropriate.
- Provide you with resources appropriate to your child needs to support you in engaging your child in home learning.
- Provide you with a suggested timetable for the day linked to activities and learning targets.
- Continue provision in line with current, extensive planning that is already in place throughout the school and personalised as we would usually for individual pupils.
- Suggest a range of activities to do at home using everyday resources and where possible, they will not require the use of a digital device.
- Accept the fact that learning remotely will be more difficult for some pupils/families, so tasks will be set to be accessible in a range of contexts and timescales.
- Gain feedback from families and adapt planning and resourcing accordingly.
- Be prepared to lead virtual sessions, for example an 'Attention Autism' session.
- Ensure that learning incorporates therapist input (where applicable).
- Continue to provide learning which is 'real world focussed' as well linked to the current learning targets.
- Keep in contact with children and families through Teams meetings and / or at least weekly calls.
- Acknowledge and feedback on all work as appropriate, during phone calls / Teams meetings.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to a child learning at home will affect families in a number of ways.
- Acknowledge that some pupils will not tolerate formal learning input at home and support families in identifying 'incidental' learning opportunities which can be highlighted to inform future planning,
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Assessment and resources preparation.

- If unwell themselves, be covered by another staff member for the sharing of activities.

Teaching Assistants will:-

- Support class teachers in providing learning opportunities for children at home.
- Attend virtual Teams meetings with class teachers.
- Under the guidance of the class teacher:
 - Support class teachers in feedback to pupils.
 - Be prepared to support with planning and delivering learning as appropriate.
 - Plan and create personalised learning for identified individuals within the class.
 - Prepare resources for pupils in the class.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. resource preparation, assessment
- If unwell themselves, be covered by another staff member for the sharing of activities.

Experienced Teachers or UPR teachers will:-

- Support their colleagues (remotely if needed) to develop the most appropriate learning activities, share their knowledge or strategies to ensure all teaching is appropriate, consistent and in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils, in line with the Education, Health and Care Plans as far as possible.
- Share information and resources with other teachers that they can use to teach pupils who are learning from home.

Senior Leaders will:-

- Co-ordinate the blended learning offer with onsite provision.
- Monitor the overall effectiveness of blended learning through meetings with teachers and wider leaders, reviewing learning plans and reaching out to pupils and parents/carers for feedback.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Work as a team to ensure the highest quality remote education is provided for children across the Federation of Westminster Special Schools

Designated Safeguarding Lead (DSL) will: -

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning and discuss and agree with the Headteachers of the schools.
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning or immediately after it commences (e.g. when a pupil needs to self-isolate at short notice).
- Make phone calls to vulnerable pupils / families using school phones.
- Arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- Contact with vulnerable pupil's social workers or other care professionals during the period of remote working, as required.
- Meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately and log on Safeguard in the usual way.

Children and Young People will:-

- Be assured that wellbeing is at the forefront of our thoughts and planning. The need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities is paramount.

- Be supported via a home learning curriculum which reflects their complex needs (learning and medical) and acknowledges that they may find tolerating learning at home challenging, therefore play based and real-life experiences will be used to engage children in their learning.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that (as appropriate).
- Be supported to use their extended time at home time to learn a new skill, follow their own interests, to discover more about the world around us or just be creative. Class teachers will support this by providing ideas during discussions with parents.

Parents/ Carers will:-

- Support their child’s learning to the best of their ability.
- Encourage their child to access and engage with learning set from their teacher.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of school website learning links.
- Know they can continue to contact their class teacher as normal through the school e-mail address or by phoning the school.
- Encourage positive engagement of their child’s remote learning.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

QE2 Summary of blended learning offer

	Access to learning	Communication	My Play and Leisure	My Creative Arts	My Health and Well being	My Supported Independence
Individual Children Self Isolating	<p>Personalised learning plan /overview provided for individual pupils.</p> <p>Website populated with resources to support readiness for learning and the 4 curriculum areas within a total communication approach with embedded therapy strategies and support.</p> <p>Individual timetable developed to mirror school provision.</p>	<p>Communication systems sent home with pupils and adapted/enhanced for use at home. Total communication approach embedded in all curriculum areas and specifically promoted. All communication systems kept up to date with relevant language.</p> <p>Inclusion in whole school community events with total communication approach modelled.</p>	<p>Timetable including opportunities for learning through play and leisure. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning through creative arts. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning about our health and well-being. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for increasing independence. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>
Feedback	Any resources/books / equipment must be returned with your child when they return to school and feedback on learning will be via Teams or phone call.					

<p>Class or Cluster isolating</p>	<p>Personalised learning plan /overview provided for individual pupils.</p> <p>Website populated with resources to support readiness for learning and the 4 curriculum areas within a total communication approach with embedded therapy strategies and support</p>	<p>Communication systems sent home with pupils and adapted/enhanced for use at home. Total communication approach embedded in all curriculum areas and specifically promoted. All communication systems kept up to date with relevant language.</p> <p>Inclusion in whole school community events with total communication approach modelled.</p>	<p>Timetable including opportunities for learning through play and leisure. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning through creative arts. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning about our health and well-being. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for increasing independence. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>
<p>Feedback</p>	<p>All learning will be responded to in live Teams lessons or phone call.</p>					
<p>Whole School closure</p>	<p>Personalised learning plan /overview provided for individual pupils.</p> <p>Website populated with resources to support readiness for learning and the 4 curriculum areas within a total communication approach with embedded therapy strategies and support</p>	<p>Communication systems sent home with pupils and adapted/enhanced for use at home. Total communication approach embedded in all curriculum areas and specifically promoted. All communication systems kept up to date with relevant language.</p> <p>Inclusion in whole school community events with total communication approach modelled.</p>	<p>Timetable including opportunities for learning through play and leisure. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning through creative arts. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for learning about our health and well-being. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>	<p>Timetable including opportunities for increasing independence. Including prerecorded videos, ideas for games and activities, live and watch along activities on Teams.</p> <p>Personalised support and resources</p> <p>Drop in sessions for parents/carers</p>
<p>Feedback</p>	<p>All learning will be responded to in live Teams lessons or phone call.</p>					

College Park School

	Access to learning	Communication	Thinking skills and problem solving	Independence and PE	Other Areas of Learning
Individual Children Self Isolating	<p>Personalised learning plan /overview provided for individual pupils.</p> <p>Individualised activity packs provided with communication boards, suggested timetables with activities linked, craft activities, learning activities and sensory items</p> <p>Website populated with video sessions e.g. Attention Autism, Sensory Stories for families to follow</p>	<p>Activities suggested to develop the pupils communication skills.</p> <p>Upskilling parents on the use of Low tech resources such as visual supports, and Hi Tech communication systems kept up to date with relevant language</p>	<p>Personalised learning plans with targets and activities provided fortnightly with a variety of tasks that are functional, real-world focussed and practical to suit the needs of our learners.</p>	<p>Suggested physical activities for the individual such as OT program activities adaptable for at home, PE skills and sensory programs adapted for at home</p> <p>Work set in line with PSHE curriculum and based on development of 'skills for life'.</p>	<p>Work provided that links to Topic of the term that incorporates a number of practical, play based activities suitable to be completed at home.</p>
Feedback	Any resources/books/equipment must be returned with your child when they return to school and feedback will be provided by the class team by phone and/or logged as appropriate				
Class or bubble isolating	<p>Personalised learning plan / overview provided for all pupils.</p> <p>Individualised activity packs provided with communication boards, suggested timetables with activities linked, craft activities, learning activities and sensory items</p> <p>Website populated with video sessions e.g. Attention Autism Sensory Stories for families to follow</p>	<p>Teacher-led live Teams using appropriate communication strategies such as Makaton, visual supports sessions facilitating needs - appropriate reading activities e.g. Story Time, Sensory Story etc.</p> <p>Pre-recorded sessions via Website</p>	<p>Personalised learning plan / overviews.</p> <p>Targeted phone conversations with families to identify appropriate activities to further advance thinking and problem solving at home</p>	<p>Personalised learning plans / overviews.</p> <p>Targeted phone conversations with families to identify appropriate, personalised 'skills for life' targets to be completed at home.</p>	<p>Personalised learning plan / overviews incorporates all subject areas.</p>
Feedback	All work will be responded to via phone call or teams call as appropriate				
Blended Learning Offer	<p>Personalised learning plan /overview provided for all pupils.</p> <p>Individualised activity packs provided with communication boards, suggested timetables with activities linked, craft activities, learning activities and sensory items</p> <p>Website populated with video sessions e.g. Attention Autism, PE, Creativity sessions, Sensory Stories for families to follow</p>	<p>Teacher-led live Teams sessions facilitating needs - appropriate reading activities e.g. Story Time, Sensory Story etc.</p> <p>Pre-recorded sessions via Website</p>	<p>Personalised learning plan / overviews.</p> <p>Targeted phone conversations with families to identify appropriate activities to further advance thinking and problem solving at home</p>	<p>Whole school themed weeks e.g. friendship week, road safety week introduced via Teams and challenges/activities set for families as appropriate.</p> <p>Individual learning opportunities suggested for pupils e.g. make a cup of tea / Hoover bedroom – as appropriate</p>	<p>Personalised learning plan / overviews incorporates all subject areas.</p> <p>Topic specific activities and challenges set via Website /</p>
Feedback	All work will be responded to via phone call or teams calls as appropriate				

Remote Learning Systems Access Information

Links with Other Policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding & Child Protection Policies
- Home School Agreement
- Online Safety Information
- IT Acceptable use policy
- Children with Health needs who cannot attend school Policy

Appendix 1 – Helpful Parent Guide

Useful websites

This is where all shared online learning resources and activities can be found for your child.

<https://www.qe2cp.westminster.sch.uk/page/?title=Class+Pages+%26amp%3B+Home+Learning&pid=206>

Please upload onto Evisense or e-mail any photos you may have of your child completing home learning and we will pass these onto their class teacher.

Home learning live lessons

For all Teams meetings / lessons we will send you the link, via text message / email, to access this.

Home learning packs

College Park

Every pupil will receive a pack of resources each week via delivery from school staff or by post.

QE2

Resources to support learning and engagement in all curriculum areas will be provided to pupils

Weekly welfare contact

Your class teacher or someone from the leadership team, will also make contact with you at least once a week if your child is off school.

Please make sure that we have an up to date phone number/email address.

Appendix 2 – Home Learning Survey to support needs in the community

Name of pupil:

Age:

Agree/Disagree

1. I felt confident supporting my child with their home learning
2. My child was comfortable and willing to access learning at home
3. I was provided with enough ideas for learning activities via the website / live learning sessions / weekly phone calls with the class teacher
4. My child took part in Live Learning Teams sessions i.e. Assembly, / Cookery / Art
5. I have a suitable space that we can use for home learning activities
6. I have access to a garden or outside space for practical / physical activities
7. My child has enough access to the technology that they need to learn, or to communicate, when they are at home e.g. tablet or computer
8. My child has access to internet connection
9. I have a printer at home

Open questions:

What aspects of Home Learning worked best for you and your child?

How can our school provide you with more support for Home Learning?

What could we do to improve our approach to Home Learning?

Would you like school to provide online training for you, to help you with learning with your child at home?

Any other comments related to Home Learning?