# Supported Home Learning Policy

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## Contents

# Purpose

In the event of a not being able to attend school and / or a NAS 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 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 a pandemic eg Covid. The School will also consider individual circumstances that may impact a student being able to attend school.

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 school will need to work closely with parents / carers (and external agencies as needed) to decide on the most suitable approach. 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 any 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 / absence 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 school will be managed by the school leadership team and teaching staff.

## Scope

This policy applies to all NAS staff, parents and pupils. It will be used during the event of pupils not being able to attend school and / or a NAS school closure.

## Legal Framework

This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'

## Related Documents

- Safeguarding Children (Child Protection) Policy 2024
- 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
- Curriculum policy

## Responsibilities

**The school governance board will be responsible for:**

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the principal.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

**The principal will be responsible for:**

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the principal.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

**Staff members will be responsible for:**

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any defects on school-owned equipment used for remote education to the ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the principal.

**The DSL will be responsible for:**

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.
- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that all pupils continue to have their needs met during periods of remote education, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Liaising with the principal and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

**The DPO will be responsible for:**

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

**The ICT technician will work with the Head of ICT to:**

- Ensure that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensure that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

**Parents will be responsible for:**

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

**Pupils will be responsible for:**

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

# Operational Delivery

## The setting of tasks

Tasks will be set in accordance with existing schemes of work where possible. 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.

## 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.

## 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.

## 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

- [Parent Zone](#) - 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

# Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

All online lessons will be recorded and saved within the appropriate storing system as noted in the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff half termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between pupils, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

# Data Protection

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will obtain consent from parents to conduct any live online lessons through the appropriate online form.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via email.

The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by letter.

The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.