

Oliver House School Home Learning Local Procedure



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Procedure:	Home Learning Local Procedure
Associated Aspris Children's Services policy:	Home learning Policy
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Introduction

Oliver House School provides a highly personalised education for autistic pupils and young people with associated needs. Our curriculum is designed to support each learner's individual strengths, interests and aspirations while promoting academic achievement, communication, emotional wellbeing, independence and preparation for adulthood.

Our approach recognises that every learner is unique and that learning is most effective when it is adapted to meet individual needs. Through high-quality teaching, therapeutic support and strong partnerships with families, we strive to enable every pupil to achieve their full potential.

Our school values underpin all aspects of learning and support us in creating an environment where pupils feel safe, understood and valued.

Purpose of this Policy

This policy outlines Oliver House School's approach to home learning and remote education where attendance at school is not possible or where a personalised programme of learning outside the classroom has been agreed.

The policy should be read alongside the school's:

- Safeguarding Policy
- Behaviour and Positive Support Policy
- Curriculum Policy
- Attendance Policy
- Special Educational Needs and Disabilities (SEND) Procedures

Aims

The aims of home learning at Oliver House School are:

- To ensure continuity of learning when pupils are unable to attend school.
- To provide an inclusive and personalised learning experience that reflects each pupil's individual needs, abilities and EHCP outcomes.
- To maintain engagement with learning through meaningful, motivating and achievable activities.
- To support pupils' emotional wellbeing and regulation during periods of home learning.
- To strengthen partnerships between school, families and other professionals involved in supporting the pupil.
- To ensure learning builds upon prior knowledge and contributes to ongoing progress.
- To value and promote the voice of pupils, parents, carers and professionals when planning and reviewing home learning provision.
- To promote equality of opportunity and challenge all forms of discrimination in accordance with the Equality Act 2010.

Home Learning and Remote Education

Where home learning or remote education is considered appropriate, Oliver House School will provide a personalised programme of learning based on:

- The pupil's individual needs.
- Current attainment and assessment information.
- EHCP outcomes and targets.
- Communication profile.
- Sensory and emotional regulation needs.
- Preferred learning styles and interests.

Home learning may include:

- Learning packs and practical activities.
- Online learning platforms.
- Virtual teaching sessions.
- Therapeutic activities.
- Reading and communication activities.
- Life skills and independence tasks.
- Community-based learning opportunities where appropriate.
- Parent-supported activities.

Provision will be agreed with parents, carers and other professionals as required.

Expectations for Home Learning

Learning activities provided by the school will be:

- Appropriate to the pupil's developmental stage and needs.
- Flexible and responsive to the pupil's wellbeing.
- Motivating and engaging.
- Structured to promote success and confidence.
- Regularly reviewed and adapted where necessary.

Oliver House School recognises that pupils with autism and associated needs may find learning at home challenging. Therefore, expectations will be individualised and based on what is realistic and beneficial for each pupil.

While regular engagement in learning is encouraged, the priority will always be the pupil's wellbeing, safety and emotional regulation.

Working in Partnership with Families

Successful home learning depends on positive collaboration between school and families.

Parents and carers are encouraged to:

- Maintain communication with the school.
- Support learning activities where possible.
- Share feedback regarding engagement and progress.
- Inform school staff of any concerns affecting learning.
- Promote routines that support wellbeing and learning.

The school recognises that family circumstances vary and will work flexibly to provide support and reduce barriers wherever possible.

Supporting Engagement

School staff will use a variety of strategies to encourage participation, including:

- Personalised learning activities.
- Interest-based learning tasks.
- Visual supports and structured routines.
- Communication aids.
- Regulation and wellbeing activities.
- Positive reinforcement and encouragement.

Where a pupil becomes anxious, distressed or dysregulated, educational expectations may be temporarily reduced to prioritise emotional regulation and wellbeing.

Staff will work sensitively to re-engage pupils when appropriate and will adapt provision as necessary.

Staff Responsibilities

Staff involved in home learning will:

- Plan and provide appropriate learning activities.
- Maintain professional standards at all times.
- Communicate regularly with parents and carers.
- Monitor engagement and progress.
- Record and review provision.
- Liaise with relevant professionals where needed.
- Ensure safeguarding procedures are followed at all times.

Where face-to-face support has been agreed, staff will follow all relevant risk assessments, safeguarding procedures and professional conduct expectations.

Safeguarding

Oliver House School is committed to safeguarding and promoting the welfare of all pupils.

Safeguarding remains a priority during periods of home learning and remote education. All staff must follow school safeguarding procedures and report any concerns immediately through established safeguarding pathways.

A safe learning environment begins with safe and vigilant adults. Staff, parents, carers and pupils all play an important role in maintaining the safety and wellbeing of children and young people.

Monitoring and Review

The effectiveness of this policy will be monitored by the Senior Leadership Team and reviewed annually or sooner if there are significant changes to legislation, guidance or operational practice.