

Rugeley School

Home learning Local Procedure

Adopted: May 2025

Reviewed:

Next Review: May 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Home learning Local Procedure		
Associated Aspris Children's Services policy	Home learning Policy	Number	
Setting - Rugeley School	L Price Head Teacher	Signature	L Price
Quality Assured by :	Antony Armstrong Operations Director	Signature	
Issue date	05/2025	Review date	05/2026

Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

Remote Education/Home learning

Where home learning/remote education is deemed appropriate or necessary to support students. Teachers will provide an individualised home learning pack. Using the knowledge of each student, prior evidence of learning and termly assessment, the pack will provide appropriate resources to maintain and continue learning. This will be through a mixture of face-to-face support, teams meetings and independent work. This will be agreed on an individual basis with the parents/carers and any professionals involved.

When staff arrive and enter the learner's home/residents then the learner is to be ready to engage within learning that is being provided. Learning will be exciting and positively challenging for learners to engage with. The learning can be supported within the home and the wider community as long as this is supporting the learner's educational needs.

School staff will use a range of resources and make every effort to engage with learners to encourage a positive home learning experience and provide learners with engaging and appropriately challenging learning. If staff feel they are unable to engage the learner with education then they are to withdraw themselves as a last resort, the staff member will then return to school with a focus to produce home learning resources for the learner to engage within.

At Rugeley School, whilst we aspire for our students to engage in 3/4 hours home learning per day this will always be dependent upon the how the child will respond to working with the parent/carer or staff in the home environment. The priority is to keep our students calm and safe whilst supporting them through a period of home/remote learning.

Rugeley school will aspire to work cooperatively and successfully with all relevant parties supporting the individual learner. Staff working within the home/residents will remain professional and show professional conduct when they are providing home learning. Rugeley school staff will support learners to engage within educational activities with the vision for learners to participate, if the learner becomes dysregulated and/or anxieties rise then staff will be expected to support the student to regulate, reducing educational pressure and attempt to re-engage when they feel it is the right time. These attempts will be made on several occasions before the decision to leave the premises is decided.

Safeguarding

This school is committed to safeguarding and promoting the welfare of learners and young people and expects all staff, learners, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.