

FOX WOOD SCHOOL



HOME LEARNING PLAN

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Introduction

Fox Wood School provides education for learners aged 4 - 19 with severe, complex, profound and multiple learning difficulties including Autistic Spectrum Disorders (ASD). Fox Wood promotes high standards of teaching and learning in all curriculum areas. We believe in the concept of lifelong learning, and that adults and learners learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip learners with skills, knowledge and understanding.

Fox Wood's teaching and learning is underpinned by a rich and varied curriculum. Lessons are delivered imaginatively with a focus on multi-sensory teaching and learning strategies (Visual, Auditory and Kinaesthetic), and reflect learners' changing needs as they mature. Learners have differentiated objectives and differentiated targets. Lessons build upon each learner's prior attainment and experience; ensuring that all learners progress and develop well. All teachers and higher level teaching assistants are responsible for the planning and delivery of the teaching and learning in designated classes.

Home Learning Plan

In the event of pupils having to learn from home, for example due to continued shielding on the advice of a clinician or during lockdown due to a world pandemic, the Fox Wood curriculum opportunities will be transferred by school staff onto our online learning platform, Evidence for Learning. All parents/carers have an individual log in for their child in order to access Evidence for Learning.

The class team will continue to follow the set curriculum planning for all pupils engaged in home learning by adding three lessons per day to the Activity Channel on Evidence for Learning. Parents/carers will access these lessons by logging into Evidence for Learning using their individual log in accounts. Parents/carers can request their link and/or a password reset as required by contacting the school office on 01925 811534. The three provided daily lessons will be supported by videos, visual resources such as symbols, signs and photographs and associated PDF documents as appropriate to meet the specific needs of each pupil.

These lessons will be as follows:

For pupils working within the Pre-formal Curriculum (pre subject specific learning):

Lesson	To include:
Communication	Prerequisites for Literacy, eye gaze, Intensive Interaction, music
Cognition	Prerequisites for Maths, science, technology, arts
Self-care and Independence	Social, emotional and mental health, personal care, body awareness

The Fox Wood Pre-formal curriculum also includes Physical opportunities, and these would be promoted through the Physiotherapy Programme as appropriate to each individual pupil. The relevant programmes will be uploaded to the Documents section within Evidence for Learning.

For pupils working within the Semi-formal Curriculum:

Lesson	To include:
English Basic Skills	Communication, reading and phonics activities
Maths Basic Skills	Number, shape and measure activities and will also provide opportunities to practice FUNctional skills, transferring these skills across different 'real life' activities such as cooking
Theme	Thematic learning opportunities from different curriculum areas through science, humanities, arts and personal development as appropriate to meet the pupils' specific learning needs.

For pupils working within the Formal Curriculum:

Lesson	To include:
English Basic Skills	Speaking and listening, reading, spelling and grammar activities
Maths Basic Skills	Number, shape and measure activities, FUNctional skills through the transfer of skills into 'real life' experiences
Theme	Thematic learning opportunities from different curriculum areas through science, humanities, arts and personal development as appropriate to meet the pupils' specific learning needs.

All lessons, regardless of curriculum tier, will be pre-recorded which will enable parents to watch these before sharing them with their child, to collect together any resources required and to carry these out at a time that is best suited to their child and their family.

Staff who work with the pupils for 1: 1 support on a weekly basis, will add one activity to the journal each week within Evidence for Learning, for example Focused Support staff will add English, maths and/or communication activities for pupils in receipt of Pupil Premium Funding.

Tutors based at school will also be invited to upload lessons, for example music lessons with our music tutors which will have ideas for suitable adaptations to ensure that all pupils can access the activities.

Therapy Plans

All therapy plans will be added by the class team into the 'Documents' folder on Evidence for Learning, this will ensure that parents and carers will have access to the programmes from the therapists that their child usually has contact with, such as physiotherapy programmes speech and language therapy programmes and Sensory Steps provided by the School Occupational Therapist.

Individual Education Plans

All Individual Education Plans (IEP's) will be added by the class team into the 'Documents' folder on Evidence for Learning, this will ensure that parents and carers will have access to the current targets that their child is working on. The class team will work with the parent/carer to ensure that the target is adapted suitably for the home environment by making suggestions as to how the child can practice the target in different ways. IEP targets will be added to Evidence for Learning in the Assessment Book section. Parents/carers will be encouraged to add comments, photographs and or video clips to support assessment against the IEP targets. This will ensure that class teams can set accurate 'next steps' and further targets as required.

Other Plans and Programmes

If a pupil has any other support plan or programme at school, these will also be uploaded to the Documents section in Evidence for Learning to ensure that parents/carers have

access to these, examples include Risk Assessments, Behaviour Profiles, Behaviour Plans, Dietary Support Plans.

Welfare Calls

The class team will be responsible for weekly welfare calls to pupils and their families who are at home. These will take place on a Wednesday unless parents specifically request a different day/time due to their working patterns or home arrangements. The staff member who calls the family will be responsible for uploading a brief synopsis of the conversation to our central repository system CPOMS. This summary will be tagged by the Safeguarding Team as 'Welfare Call' and any concerns or questions will be addressed accordingly.

Parent/Carer Engagement

Parents/carers will be encouraged to add comments, photographs and video clips to the activities provided on Evidence for Learning. This ensures that class teams can capture the extent of the learning and ensure that they build on the individual pupils' next steps appropriately. The welfare calls can be used by the class team to collect further evidence of progress, preferred activities and resources to further personalise the learning journey for the pupils while they are at home.

Home Learning Ethos

The home learning ethos is as closely aligned with the provision at school as far as is practicable, to maintain equal opportunities. We aim to promote home learning through the activities on Evidence for Learning by:

- Enabling learners of differing abilities and whose experiences are wide ranging to develop at their individual level and stage of development.
- Providing varied and appropriately differentiated learning experiences that match individual needs and abilities.
- Providing all learners with opportunities to acquire, develop, practise, apply and extend their skills in range of contexts across the curriculum.
- Having high expectations of our learners and ourselves.

- To enable learners to become confident, resourceful, enquiring and independent learners.
- To enable learners to master basic skills that will equip them for life.
- To give learners access to the National Curriculum in a way that is meaningful and relevant for them.
- To foster learners' self-esteem, and help them to build positive relationships with other people.
- To develop learners' self-respect, and through respecting themselves, encourage them to understand the ideas, attitudes, feelings and values of others
- To show respect for all religions and cultures and, in so doing, to promote positive attitudes towards other people.
- To enable learners to understand their community, and help them feel valued as part of it.
- To help learners grow into reliable, independent and positive citizens.
- To develop in learners a lifelong love of learning.

Communication

- Enabling learners to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Encouraging learners to interact and communicate effectively with others in a range of social situations.
- Recognising the crucial role which parents play in their child's education and making every effort to encourage parental involvement in the educational process.
- Working closely with specialists and professional agencies to ensure that learner needs are met.

Learning

- Promoting a positive attitude towards learning, so that learners acquire a solid basis for lifelong learning.
- Incorporating a range of teaching and learning strategies suitable for an individual's age and stage of development.
- Preparing learners for an adult life in which they have the greatest possible degree of independence.

- Teaching learners to have an awareness of their own spiritual development, and to understand right from wrong.
- Helping learners understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enabling learners to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Ensuring that learners have access to a wide range of opportunities to enrich and broaden their experience (e.g. virtual music and arts lessons)
- Reviewing, monitoring and evaluating planning, teaching and learning strategies.
- Using a thorough process of continual assessment which informs future planning
- Providing Focused Support activities to work towards set targets in communication, English and Maths.

Context

- Providing equality of opportunity for all learners regardless of gender, race, culture and disability within all virtual teaching and learning activities.
- Increasing learner awareness and understanding of their environment and the world, encouraging learners to explore, to question, to think and to challenge.

Differentiation

- Learning activities are differentiated so that they are closely matched to individual needs, and make use of a variety of systems to promote inclusive education (Signs, P.E.C.S., symbols, ICT)
- Scaffold activities to enable learners to experience success and build their confidence to progress independently.

Equal Opportunities

We believe all learners should have equal opportunities and equal access to all teaching and learning activities. Equal opportunities are addressed as follows:

- Learners with special educational needs have access to all teaching and learning activities through the use of differentiated learning strategies and tasks. These are based on individual needs.

- Specific learning and teaching strategies are used to maximise access to the curriculum for learners with PMLD and those with barriers to learning.
- Resources and planning aim to reflect our multi-cultural society.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of teaching and learning.
- Opportunities to address issues of gender and race are provided through discussion, texts and resources.

Additional Support

Staff will endeavour to assist all pupils in being able to access the curriculum and to support pupils learning from home who are refusing to complete school work or where parents are struggling to deliver this. Staff will use different methods as appropriate to individual pupils and their families. Parents will be encouraged to access Evidence for Learning where they can do so and will be supported with this as required. Additional examples of support could include increased welfare calls, video support sessions through Microsoft Teams, home visits (following social distancing rules in place at the time), production of paper based learning packs such as laminated 'My Work booklets', laminated games and matching activities, visual support systems.

Assessment and record keeping

Fox Wood considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows the work to be planned and taught to accurately meet the needs of the learners whilst ensuring high levels of expectation and support.

Each pupil has an Education Health and Care Plan (EHCP) which includes wider outcomes in Section E. These outcomes are broken down into smaller more achievable targets each half term which make up the Individual Education Plan (IEP). Each half term, the class team will provide an IEP for each pupil, this will be discussed with parents/carers and uploaded to the Documents section in Evidence for Learning.

Class teams will have weekly telephone contact with parents and carers to ensure that pupils continue to make progress towards achieving their set IEP targets. Collaborative discussions between parents/carers and school staff will support ongoing assessment and

facilitate a joint approach in identifying and setting the next steps for the pupil. It is vital that parents/carers support this process by uploading comments, photographs and or video clips to Evidence for Learning to support school staff to record accurate assessments and ensure that the learning journey is captured effectively. Support for parents to do this is offered in the form of 'How to' booklets and Frequently Answered Questions (FAQ) on the school website and video tutorials on the schools' social media page "Fantastic Fox Wood" on Facebook.