

# Home Learning and Remote Policy

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## Appendices

- 1- Home learning activity ideas
- 2- Operational Guidance Resource Flow Chart

# 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

# 2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

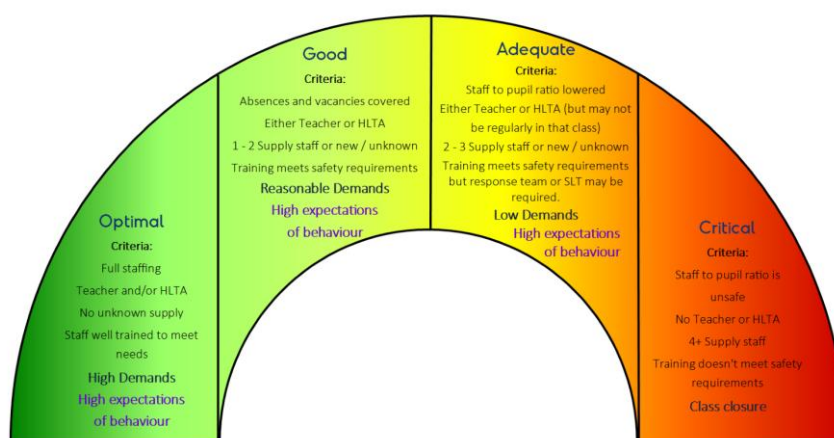
Occasions when we decide that opening our school is either:

- Not possible to do safely; in line with operational guidance\*
- Contradictory to guidance from local or central government

\* We recognise it is vital to remain open to our pupils at all times as long as it is safe to do so. This is imperative to ensure our pupils are given the chance to access an education that they are entitled to, prepare them for adulthood, and provide safeguarding and wellbeing support. Our Operational Guidance Handbook aims to address resourcing issues, in addition to outlining updates in staff absence protocols and strategies that will support us moving forward, beyond the pandemic.

Reasons for class closures:

- Permanent staff sickness/absences
- High percentage of staff off with short term sickness
- High percentage of staff off with long term sickness
- Vacancies due to changes in pupil need or banding, staff leaving and recruitment issues
- Lack of suitable supply staff
- Backlog of training e.g. Team-teach, epilepsy, admin of meds, manual handling etc.
- Planned absences causing staff deficits
- Decrease in number of HLTA's available to cover teachers (including zero-hour HLTA contracts)



<b>Critical</b>	Staff to pupil ratio is unsafe  No Teacher or HLTA  4+ Supply staff  Training doesn't meet safety needs	<b>CLOSURE OPTIONS</b>	
		Consider; - Closing class to specific pupils - Closing to pupils on a rota basis (short term) - Moving pupils to other classes (where safe and with known staff) - Closing other classes on a rota to enable most pupils access to education - Joining classes - Removing demands completely (e.g. film club / play activities) - Full class closure – for the shortest possible period of time.	

\* For further information please read the Operational Guidance Handbook and appendix 2 for the resourcing process

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - They have an infectious illness
  - They are preparing for or recovering from some types of operation
  - They are recovering from injury and attendance in school may inhibit such recovery
  - Their attendance has been affected by complex needs or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional.
  - Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
  - Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
  - Set a time limit with an aim that the pupil returns to in-person education with appropriate support
- Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

## 3. Roles and responsibilities

### 3.1 Teachers

*The suggested responsibilities below relate to where a whole class is accessing learning from home and would be reduced and adapted if fewer children are accessing remote learning and the majority of the class are in school.*

- When providing remote learning, teachers must be available between 8.45am and 3pm daily (subject to breaks). If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP are being included when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parents, for example, access to hydrotherapy.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes, where a teacher is unable to plan for their class due to absence any teacher may be asked to share their planning with an additional class for a higher level teaching assistant to deliver.
- The work set should attempt to follow the usual percentage balance of the curriculum areas for example daily literacy and maths with an EHCP/life skills curriculum or social opportunity each day.
- Teachers must provide a recording of the key text for reading for that term for any pupil unable to access school.
- Teachers should prepare any physical resources for pupils that are vital for supporting home learning – see Appendix 1.
- Weekly/daily work will be shared with families to encourage active involvement where possible
- Work for the next day will be uploaded by 3PM the day before or as soon as reasonably possible for an unexpected class closure/absence.
- Work will be shared via pupils Seesaw accounts or via Teams. Where parents don't have access to seesaw links will be shared via email or discussed over a telephone call.
- As follows best practice in school, sessions can be repeated for consolidation of key concepts and this should be clearly communicate to families when this is applicable. However each week should have a balance of consolidation and new experiences.
- Teachers may be asked to cover for another class if necessary.

Providing feedback on work:

- Teachers will be expected to give regular feedback to students via the schools SeeSaw app or email/phone if parents do not have access to the application.

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents, they should be contacted via phone to access whether school intervention staff can assist with engagement.
- Make sure parents have access to passwords for online learning services.
- Make sure parents have access (with Permission) to access Seesaw, especially any new pupils to the school.
- If parents have concerns around behaviour impacting engagement with learning, this should be discussed by the teacher and parent with their Head of School or the schools behaviour pastoral team in order to assess whether intervention staff can assist.

- All parent/carer emails should come through the school email accounts or via seesaw. Staff are encouraged to use zoom for parents' meetings and EHCP review to allow for views of children and wider family members where appropriate.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT/ELT– for any safeguarding concerns, refer immediately to the DSL.
- Teachers are to answer comments and emails within their usual school working hours 8:45 until 3:45.
- Whilst attending virtual meeting with parents teachers should ensure usual school dress code applies and they are mindful background content in the screen.

## Higher Level Teaching Assistants

- Higher Level Teaching Assistants must be available between the Briarwood school hours 8.45am to 3.45pm.
- HLTA's should prepare any physical resources for pupils that are vital for supporting home learning as directed by the class teacher or head of school – see Appendix 1
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- Staff will be directed by their class teacher to deliver some planned activities for example they may be asked to record a story or song.
- Higher level teaching assistants can feedback to pupils as directed by their class teacher via the seesaw app.
- If a single pupil is home learning, higher level teaching assistants may be asked to set up zoom sessions and monitor these while teacher is teaching.
- Staff will be expected to engage with any virtual class or department team meetings.
- HLTA's may be asked to work in an alternative class if staffing levels require movement across sites/classes as necessary.

## Learning Support Staff

- Learning support staff must be available between the Briarwood school hours 8.45am to 3.45pm
- LSA's should prepare any physical resources for pupils that are vital for supporting home learning as directed by the class teacher or head of school – see Appendix 1
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, support assistants must complete tasks as directed by a member of the leadership team or class teachers. The LSA team will be active in engagement with reluctant learners, supporting teachers with feedback on work, adapting and producing learning resources and encouraging life style choices around exercise, screen time and diet.
- Staff will be expected to engage with any virtual class or department team meetings.
- LSA's may be asked to work in an alternative class if staffing levels require movement across sites/classes as necessary.

## Heads of School

- Co-ordinating the remote learning approach across their school including daily monitoring of engagement. Where a teacher may become unable to set work due to illness the Head of School will allocate sessions to other members of staff.
- Where one pupil is not in setting Heads of School need to plan with the class teacher a viable and inclusive programme of home learning.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Co-ordinating staffing for the department (following the resourcing process flow chart- Appendices 2); organising class closures fairly and re-allocating staff to ensure as many classes are open as possible, seeking supply staff and staff from other sites to ensure all options explored before closing classes.

## Senior Leaders

- Behaviour pastoral team to support with queries or incidents of behaviours that challenge at home.
- Production of CPD sessions and materials for staff out of setting as appropriate
- Monitoring the effectiveness of remote learning – through regular meetings with Heads of school and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring feedback from HoS in relation to the resourcing process flow chart outcomes- Appendices 1

## Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL will work very closely with the Heads of school who will report daily if children or families do not engage or respond to communications.

## ICT Support Officer/ICT Co coordinator

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible parents) with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils, staff and parents with accessing the internet, Teams or other apps to support learning or safeguarding.

## The SENCo

- Will work with the EHCP administrator and Heads of School to ensure that all EHCP reviews and planned parents evenings continue via Teams or other communications. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible.

## The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.

## Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the best of their abilities set by teachers
- Inform parents or teachers if they're not able to complete work (if they are able)

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## Governing Board

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals: Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Support with setting work – Head of School or Jess De-La-Mare/Rachel Moles Head of Education and Skills
- Support with behaviour – Antonios Petropoulos
- Support with provision- Georgina Andrews Head of Provision
- Support with IT – Adnan Ahmed ICT support Officer
- Support with their own workload or wellbeing – Head of School, Assistant Head teacher- Wellbeing
- Concerns about data protection – Alistair Mackintosh, Head of Secondary and GDPR Lead
- Concerns about safeguarding – Georgina Andrews DSL and Head of Provision and Inclusion, Nicolle Deighton Executive Head Teacher

## Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Store data on their school laptops or secure cloud server on the teachers drive.
- Other forums for sharing include using only the schools Seesaw account and private You Tube Account, personal and sensitive data will not be shared via these routes.
- Staff should only access school data on their allocated school laptops or school mobiles.

## Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

## Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## Monitoring

This policy will be reviewed termly by Jess De-La-Mare/Rachel Moles- Head of Education and Skills. At every review, it will be approved by Nicolle Deighton, Headteacher. This policy will be shared at the earliest opportunity with the Governing body, however if changes are required urgently these can be made and shared retrospectively without the need for the Governing body to agree.

## Links with other policies

- Safeguarding
- Behaviour/Relationship policy
- Child protection policy
- Data protection policy
- GDPR Policy
- Briarwood Code of Conduct
- Online safety acceptable use policy
- User Agreements for Seesaw and iPads provided to pupils
- Operational Guidance Handbook

## Remote Learning Programmes and Links:

### Discovery Education Espresso:

- This contains video content, games, printables and other learning content. The content in the “Foundation” and “Key Stage 1” sections are most suitable for our pupils.



#### Pupil Home Access Login

Go to our website: [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

Click on “login” and select “Espresso”

Enter your username: student5833

Enter your password: espresso



### Twinkl:

- Twinkl has many free resources at [www.twinkl.co.uk](http://www.twinkl.co.uk)
- Type “free” in the Search Box
- We will also be printing some Twinkl content for your children.

### BBC:

- Cbeebies, CBBC and Bedtime Stories all offer excellent online content. This can be found at <https://www.bbc.co.uk/cbbc>
- <https://www.bbc.co.uk/cbeebies>
- <https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>
- <https://www.bbc.co.uk/bitesize/primary>

### Story telling:

- Signed Tiger who came to Tea: <https://youtu.be/VwmkzeTAJ8I>
- Audio stories free at Audible: <https://stories.audible.com/discovery>
- American titles read by celebrities and free on-demand: <https://www.storylineonline.net/>
- Featuring Children with SEN: [https://www.goodreads.com/list/books\\_featuring\\_Children\\_with\\_Special\\_Needs](https://www.goodreads.com/list/books_featuring_Children_with_Special_Needs)
- Happy-self Journal: <https://happyselfjournal.com/>

### Staying Healthy:

- Cosmic Kids Yoga have a number of free videos that show you how to take part in child friendly yoga sessions: <https://www.cosmickids.com/>
- Change 4 Life have some great 10 minute “Shake Ups” <https://www.nhs.uk/10-minute-shake-up/shake-ups>
- Apps: <https://www.commonsemmedia.org/lists/movement-apps-games-and-websites>
- Five yoga videos for kids: <https://awakeandmindful.com/best-kids-yoga-videos-on-youtube/>
- 10 Indoor ball games: <https://frugalfun4boys.com/ten-indoor-ball-games-kids/>
- Daily PE with Joe Wicks: <https://www.youtube.com/watch?v=Rz0go1pTda8>

### iPad apps:

- A list of iPad apps used in school will be sent home with your children which are sorted in to ability
- You can also see this list on our website in the “Parents” section
- [https://www.briarwood.bristol.sch.uk/?page\\_id=1841](https://www.briarwood.bristol.sch.uk/?page_id=1841)

## Sensory learners:

### Helpkidzlearn:

- We will be providing some of these learners with access to HelpKidzLearn Games and Activities. These contain many resources which your children will be familiar with. Some games work on the iPad too.
  - [www.helpkidzlearn.com](http://www.helpkidzlearn.com)
    - Username: briarwoodhome
    - Password: briarwood123
  - For classes
    - Dormouse, Otters, Hedgehogs, Squirrels, Bumblebees, Post 16, Willow, Elm

### Singing Hands:

Makaton practice <https://singinghands.co.uk/>

## Formal learners

### Maths No Problem:

- Books will be sent home by class teachers

### TTS Group:

TTS have some free "Learning at Home Packs"

- <https://www.tts-group.co.uk/home+learning+activities.html>
- We will send printed copies of these home

## E-safety:

- There is a free presentation on our website at [https://www.briarwood.bristol.sch.uk/?page\\_id=1309](https://www.briarwood.bristol.sch.uk/?page_id=1309)
- 15-minute safety activity: <https://www.thinkuknow.co.uk/parents/>
- Common Sense Media: <https://www.commonsensemedia.org/special-needs/>
- Childnet: <https://www.childnet.com/parents-and-carers/supporting-young-people-with-send-online>
- Childnet has produced a series of six short interactive lessons. These 10-15 minute videos are designed to be picked up and used by families with any young person aged 6-9.
- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- Commonsense media: <https://www.commonsensemedia.org/blog/what-to-watch-read--play-while-stuck-indoors>

## Appendix 1 suggestions for home learning resources

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
The Pod	PMLD	<b>Phase 1</b> 'That's not my' books with toy/puppet/key symbols	<b>Maths Through Music</b> Number songs- with symbols or objects for the pupils to 'take away' during the song Rote counting with a drum/instrument Shape songs- mystery bag with laminated or tactile shapes inside Songs related to money- with symbols or objects linking to the song (not real money due to choking) Follow my leader, Hokey-Cokey song, actions linking to position Body movements/stretchers/yoga, linking to size and length Explore patterns through sounds/actions- use prompt cards, instruments	Each pupil to be provided with individualised communication, behaviour and physiotherapy programmes as appropriate.  Communication- developing their use of; PECS, Communication aids, Makaton, key words or sentences
	SLD Phase 2	<b>Phase 2</b> Phase 2 sound mat Phase 2 sound cards with jolly phonics actions <b>Rhino reader ebooks</b>	<b>Number-</b> Number lines, 100 square, sums <b>Big and Small-</b> size ordering <b>Length-</b> Measuring using non-standard and standard measure <b>Shape-</b> 2D and 3D shape matching, shape hunts <b>Pattern-</b> Complete the pattern in the sequence activities <b>Time-</b> Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets <b>Position and Direction-</b> Play Simon says using different actions, make own map with arrows directions <b>Money-</b> Money matching, money scenario cards <b>Capacity-</b> Fill cups to taped lines, complete capacity challenge cards	Behaviour- sending home the behaviour strategies and any behaviour support systems that can be used at home  Physiotherapy- sending home the physiotherapy programme for pupils who have bespoke exercises drawn up by the therapist.

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
Primary	Acorn	<p><b>Phase 1 Aspect 1</b> <b>Environmental Sounds-</b> Sound walk checklist</p> <p><b>Aspect 2 Instrumental Sounds-</b> Send an instrument home with loud and quiet symbols and a song list</p> <p><b>Aspect 3 Body Percussion-</b> Send action songs with symbols for the pupils to copy</p> <p><b>Aspect 4- Rhythm and Rhyme-</b> Rhyming songs list, rhyming symbol matching</p> <p><b>Aspect 5- Alliteration-</b> Match the alliteration sentence to the symbol (parent to read out to child)</p>	<p><b>Maths Through Music-</b> Number songs- with symbols or objects for the pupils to 'take away' during the song Rote counting with a drum/instrument Shape songs- mystery bag with laminated or tactile shapes inside Songs related to money- with symbols or objects linking to the song (not real money due to choking) Follow my leader, Hokey-Cokey song, actions linking to position Body movements/stretchers/yoga, linking to size and length Explore patterns through sounds/actions- use prompt cards, instruments</p>	<p>Each pupil to be provided with individualised communication, behaviour and physiotherapy programmes as appropriate.</p> <p>Communication- developing their use of; PECS, Communication aids, Makaton, key words or sentences</p>
	Woodland	<p><b>Aspect 6- Voice sounds-</b> sensory objects to explore mouth movements and voice sounds e.g. mouth whistle, party blower, recorder, bubbles</p> <p><b>Aspect 7- Oral blending and segmenting-</b> send a puppet with key words for the adult to sound out and the child to find the correct symbol</p> <p><b>Rhino reader ebooks</b></p>	<p><b>Number-</b> Number lines, 100 square, sums <b>Big and Small-</b> size ordering <b>Length-</b> Measuring using non-standard and standard measure <b>Shape-</b> 2D and 3D shape matching, shape hunts <b>Pattern-</b> Complete the pattern in the sequence activities <b>Time-</b> Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets <b>Position and Direction-</b> Play Simon says using different actions, make own map with arrows directions <b>Money-</b> Money matching, money scenario cards <b>Capacity-</b> Pupils to fill cups to taped lines, pupils to complete capacity challenge cards</p>	<p>Behaviour- sending home the behaviour strategies and any behaviour support systems that can be used at home</p> <p>Physiotherapy- sending home the physiotherapy programme for pupils who have bespoke exercises drawn up by the therapist.</p>
	Forest	<p><b>Phase 2-6</b> Phase 2-6 sound mat depending on level Phase 2-6 sound cards with jolly phonics actions HFW &amp; CEW flashcards All depending on level <b>Rhino reader ebooks</b></p>	<p><b>Number-</b> Number lines, 100 square, sums <b>Big and Small-</b> size ordering <b>Length-</b> Measuring using non-standard and standard measure <b>Shape-</b> 2D and 3D shape matching, shape hunts <b>Pattern-</b> Complete the pattern in the sequence activities <b>Time-</b> Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets <b>Position and Direction-</b> Play Simon says using different actions, make own map with arrows directions <b>Money-</b> Money matching, money scenario cards <b>Capacity-</b> Pupils to fill cups to taped lines, pupils to complete capacity challenge cards</p>	

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
Secondary	Acorn	<p><b>Sensory story</b> Termly copy of the story for the term- PowerPoint version- perhaps with some symbols or objects linking to the story</p>	<p><b>Functional Maths activities lower level-</b>  <b>Number-</b> Explore a collection of objects, play hide and seek with an object  <b>Big and Small-</b> Explore tactile big and small objects  <b>Length-</b> Explore varied lengths of objects and materials- developing fine motor skills and engagement levels  <b>Shape-</b> Explore new tactile resources manipulating different shapes developing cause and effect  <b>Pattern-</b> Find ‘the same’ from a variety of objects  <b>Time-</b> Vocalise/communicate for ‘more’ of an activity e.g. bubbles                      Position and Direction- Physio therapy exercises, fine motor, gross motor exercises e.g. stacking blocks  <b>Capacity- Home cooking activity, fill and empty containers</b></p>	<p>Each pupil to be provided with individualised communication, behaviour and physiotherapy programmes as appropriate.</p> <p>Communication- developing their use of; PECS, Communication aids, Makaton, key words or sentences</p>
	Woodland	<p><b>Functional Literacy-</b> Termly functional signs mat/book</p>	<p><b>Functional Maths activities-</b>  <b>Number-</b> Focus on your own house number, bus numbers, phone numbers or clothes size numbers  <b>Big and Small-</b> compare clothes sizes- big, small or just right?  <b>Length-</b> compare lengths of food when preparing vegetables, length ordering activities  <b>Shape-</b> finding the correct/appropriate utensils for its purpose e.g. round bowl for breakfast, round plate for lunch, square box for food to be stored in, cylinder cup for a drink etc...  <b>Pattern-</b> Match socks and sort the laundry  <b>Time-</b> Follow symbols to ‘go’ and ‘stop’ an activity- e.g. linking to road safety and crossings  <b>Position and Direction-</b> Yoga and relaxation activities  <b>Money-</b> Link coins to amount activity, use money to buy something in the community  <b>Capacity-</b> Home cooking activity</p>	<p>Behaviour- sending home the behaviour strategies and any behaviour support systems that can be used at home</p> <p>Physiotherapy- sending home the physiotherapy programme for pupils who have bespoke exercises drawn up by the therapist.</p>
	Forest	<p><b>Phase 2-6</b> Phase 2-6 sound mat depending on level Phase 2-6 sound cards with jolly phonics actions HFW &amp; CEW flashcards depending on level Forest extension- termly focus linking to individual levels e.g. inferences cards <b>Rhino reader ebooks</b></p>	<p><b>Number-</b> Number lines, 100 square, sums  <b>Big and Small-</b> size ordering  <b>Length-</b> Measuring using non-standard and standard measure  <b>Shape-</b> 2D and 3D shape matching, shape hunts  <b>Pattern-</b> Complete the pattern in the sequence activities  <b>Time-</b> Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets  <b>Position and Direction-</b> Play Simon says using different actions, make own map with arrows directions  <b>Money-</b> Money matching, money scenario cards  <b>Capacity-</b> Pupils to fill cups to taped lines, pupils to complete capacity challenge cards</p>	

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
P16	Acorn	Communication through music home learning idea?	<b>Functional Maths activities lower level-</b> <b>Number-</b> Explore a collection of objects, play hide and seek with an object <b>Big and Small-</b> Explore tactile big and small objects <b>Length-</b> Explore varied lengths of objects and materials- developing fine motor skills and engagement levels <b>Shape-</b> Explore new tactile resources manipulating different shapes developing cause and effect <b>Pattern-</b> Find 'the same' from a variety of objects <b>Time-</b> Vocalise/communicate for 'more' of an activity e.g. bubbles <b>Position and Direction-</b> Physio therapy exercises, fine motor, gross motor exercises e.g. stacking blocks <b>Capacity- Home cooking activity, fill and empty containers</b>	<p>Each pupil to be provided with individualised communication, behaviour and physiotherapy programmes as appropriate.</p> <p>Communication- developing their use of; PECS, Communication aids, Makaton, key words or sentences</p>
	Woodland	<b>Functional Literacy</b> Termly functional signs mat/book	<b>Functional Maths activities- Number-</b> Focus on your own house number, bus numbers, phone numbers or clothes size numbers <b>Big and Small-</b> compare clothes sizes- would this top be big, small or just right? <b>Length-</b> compare lengths of food when preparing vegetables, length ordering activities <b>Shape-</b> finding the correct/appropriate utensils for its purpose e.g. round bowl for breakfast, round plate for lunch, square box for food to be stored in, cylinder cup for a drink etc... <b>Pattern-</b> Match socks and sort the laundry <b>Time-</b> Follow symbols to 'go' and 'stop' an activity- e.g. linking to road safety and crossings <b>Position and Direction-</b> Yoga and relaxation activities <b>Money-</b> Link coins to amount activity, use money to buy something in the community <b>Capacity-</b> Home cooking activity	<p>Behaviour- sending home the behaviour strategies and any behaviour support systems that can be used at home</p> <p>Physiotherapy- sending home the physiotherapy programme for pupils who have bespoke exercises drawn up by the therapist.</p>
	Forest	<b>Functional Literacy</b> Termly functional signs mat/book linking to scenarios with some questions. NCFE Entry 1 or 2 sound cards and key words	<b>Functional Maths activities- Number-</b> Focus on your own house number, bus numbers, phone numbers or clothes size numbers <b>Big and Small-</b> compare clothes sizes- would this top be big, small or just right? <b>Length-</b> compare lengths of food when preparing vegetables, length ordering activities <b>Shape-</b> finding the correct/appropriate utensils for its purpose e.g. round bowl for breakfast, round plate for lunch, square box for food to be stored in, cylinder cup for a drink etc... <b>Pattern-</b> Match socks and sort the laundry <b>Time-</b> Follow symbols to 'go' and 'stop' an activity- e.g. linking to road safety and crossings <b>Position and Direction-</b> Yoga & relaxation activities <b>Money-</b> Link coins to amount activity, use money to buy something in the community <b>Capacity-</b> Home cooking activity <b>NCFE Entry 1 or 2 key learning activities</b>	

## Appendix 2 Resourcing Process

