

Home Learning and Remote Policy

Introduction

Since March 2022 when the final Covid restrictions were lifted the UK Health and Security Agency (UKHSA) has advised that COVID-19 should be managed like other respiratory infections, such as flu.

For children and young people aged 18 and under who test positive for COVID-19, the advice is to try to stay at home and avoid contact with other people for three days. This is because children and young people tend to be infectious to other people for less time than adults.

Adults with a positive COVID-19 test result are advised to try to stay at home and avoid contact with other people for five days, which is when they are most infectious.

As well as following the UKHSA guidance signposted, all settings should have in place baseline infection prevention and control measures that will help to manage the spread of infection:

- Reinforcing good hygiene practices such as regular hand washing and cleaning.
- Ensuring occupied spaces are well-ventilated and let fresh air in.
- Ensuring all eligible groups are enabled and supported to take up the [offer of national vaccination programmes including COVID-19 and flu](#)

Schools should consider remote learning for pupils that do test positive for COVID-19 but who feel well enough to learn but are following advice to stay at home and avoid contact with other people for three days.

At Briarwood we endeavour to ensure that all pupils are able to achieve our mission statement 'Enjoy, Engage, Learn'. In order to do deliver this in an optimal way it is imperative that we have a well-supported staffing network. Our SIP specifies the importance of recognising and supporting staff well-being and the role this plays in reducing staff absence. The COVID-19 pandemic has raised a number of staffing issues which we have dynamically responded to over the course of the pandemic.

Prior to the pandemic it was exceptionally rare to close classes due to staff shortages. Recently we have seen a significant increase in classes closing school-wide as a result of staffing concerns and the potential impact staying open could have on the safety of students and staff. Whilst closures in the last year are largely as a result of COVID-19 related absences, the lasting influence of the pandemic can still be seen. Data suggests COVID-19 accounts for approximately 50% of staff absences, however is important to note that the impact of these absences is both direct and indirect. We have seen approximately a doubling of absences due to Covid 19 in recent months and even where this doesn't impact classes directly the impact is more wide spread with supply agencies under greater pressure. Both COVID-19 and Brexit have also had an impact on the employment market and thus our ability to recruit, again placing pressure on already diminished classes. According to official figures, the number of UK vacancies hit 1.2 million, the highest number ever recorded. This was not exclusively due to the pandemic – the immigration changes that have been brought in following Brexit have encouraged (or forced in some cases) many EU workers to leave the country. These workers have left jobs behind, and there is now a much smaller candidate pool to fill them. This is backed up by research from Indeed which found that 45% of businesses are struggling to find enough candidates to fill vacancies, and 39% predict further problems in the near future.

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. In line with best practise and following the DfE guidance Briarwood has a Remote Education Policy to be applied in case children need to self-isolate or if classes need to move to a remote learning model due to the impact of reduced staffing.

Aims:

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who aren't in school through use of quality Online and offline resources or zoom video facilities.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the core values and work of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.

Who is this policy applicable to?

- A pupil who has signs and symptoms of covid-19 and awaiting testing
- A pupil who has tested positive for covid-19 and is isolating for 3 days, day 0 being the first day of symptoms arising
- A pupil who's class has had to close due to the impact of covid-19/reduced staffing levels on Briarwood ratios for safe opening
- Remote learning will be shared with families when they are absent due to Covid related reasons or due to class closures

Roles and Responsibilities

The suggested responsibilities below relate to where a whole class is accessing learning from home and would be reduced and adapted if fewer children isolating 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.

Teachers

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 2 and 3.
- 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 Zoom. 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.
- In the event of any extended isolation e.g. a pupil unwell after having prolonged symptoms of covid, regular wellbeing calls should be made to families.
- 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 2 and 3
- 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 2 and 3
- 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 3); 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 3

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, Zoom 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 Zoom 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, Briarwood has provided tablets for all pupil premium children to access home learning.

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 – Rosie Wells, Tina Oram and Georgina Andrews, Head of Provision and Inclusion
- 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 Primary and GDPR Lead
- Concerns about safeguarding – Georgina Andrews DSL and Head of Provision and Inclusion, Nicolle Deighton Head Teacher, Jess De-La-Mare/Rachel Moles Head of Education and Skills, Rosie Wells/Tina Oram Head of Provision and Inclusion

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

Appendix 1

Home Learning letter and online resources

Dear Parents/ Carers

As I am sure you are aware, there is a possibility that pupils will need to isolate due to covid-19. We are also experiencing high levels of staff absence due to the impact of the pandemic and therefore may need to close classes as a last resort in order to ensure we maintain pupil safety.

Therefore, we have made a list of resources that your child or young person can access whilst they are at home. Some are online and some are printed – your child will get a personalised pack of printed individual resources.

All children:

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

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
- 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
- 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=RzOgo1pTda8>

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

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
 - 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

Additional Learning Resources:

- Education Endowment Foundation: Covid-19 Resources: Supporting schools and parents to make the most of home learning
- New DfE advice: Help children with SEND continue their education during coronavirus (COVID-19) Advice for parents and carers looking after children with special educational needs and disabilities
- Curriculum hub, Oak National Academy is now open. It’s an online classroom and resource hub offering daily videoed lessons and resources to assist teachers, as they continue to support pupils until schools re-open. Its SEND offer is now launched— <https://www.thenational.academy/>
- Coronavirus (COVID 19): list of online education resources for home education <http://ow.ly/POEV30qvXcJ>
- Resources available to support homeschooling | Institute of Education - UCL – University College London <https://www.ucl.ac.uk/ioe/news/2020/mar/resources-available-support-homeschooling>
- Free subscriptions: <https://kidsactivitiesblog.com/education-companies-offering-free-subscriptions/>

- General purpose planners to plan the day: <https://illinois-school-closure-toolkit>
- Mencap TV: A series of short activities
- Do2learn free social skills, self-regulation, songs, games, communication, and life-skills <https://do2learn.com/>
- Teacher resources for children with PMLD: <https://www.facebook.com/groups/2325718580995940/>
- Home learning guide for children with PMLD: <https://primarysite-prod-sorted.home-learning-guide-PMLD>
- Learning packs: <https://www.ashfield.leicester.sch.uk/blue-pathway/home-learning-pack>
- SEN Early Years resources: <https://www.empoweringlittleminds.co.uk/resources-1-early-years-send>
- Ways to learn through play: <https://www.youtube.com/channel/UCpkztoFHlgP4jpJDKWNWaHA>
- Understood: <https://www.understood.org/social-emotional-activities-for-children>
- Kent Children's University <https://www.facebook.com/KentChildrensUniversity>
- Maths: <https://www.monstermath.app/>
- Communication Trust free resources: <https://www.thecommunicationtrust.org.uk/resources/resources/>
- Extensive speech & communication resources: <https://eput.nhs.uk/community-health-services/childrens/speech-language-therapy/resources>
- Resources including life-skills: <https://www.tes.com/teaching-resources/hub/whole-school/special-educational-needs/>
- ASDAN brand new free resources age 10-19+, life & work skills: <https://www.asdan.org.uk/resources/free-resources>

ESafety

Finally, please keep your children safe online –

- There is a free presentation on our website at 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 2 suggestions for home learning resources

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
The Pod	PMLD	Phase 1 'That's not my' books with toy/puppet/key symbols	Maths Through Music 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	Phase 2 Phase 2 sound mat Phase 2 sound cards with jolly phonics actions Rhino reader ebooks	Number- Number lines, 100 square, sums Big and Small- size ordering Length- Measuring using non-standard and standard measure Shape- 2D and 3D shape matching, shape hunts Pattern- Complete the pattern in the sequence activities Time- Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets Position and Direction- Play Simon says using different actions, make own map with arrows directions Money- Money matching, money scenario cards Capacity- 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>Phase 1 Aspect 1 Environmental Sounds- Sound walk checklist</p> <p>Aspect 2 Instrumental Sounds- Send an instrument home with loud and quiet symbols and a song list</p> <p>Aspect 3 Body Percussion- Send action songs with symbols for the pupils to copy</p> <p>Aspect 4- Rhythm and Rhyme- Rhyming songs list, rhyming symbol matching</p> <p>Aspect 5- Alliteration- Match the alliteration sentence to the symbol (parent to read out to child)</p>	<p>Maths Through Music- 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/stretches/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>Aspect 6- Voice sounds- sensory objects to explore mouth movements and voice sounds e.g. mouth whistle, party blower, recorder, bubbles</p> <p>Aspect 7- Oral blending and segmenting- send a puppet with key words for the adult to sound out and the child to find the correct symbol</p> <p>Rhino reader ebooks</p>	<p>Number- Number lines, 100 square, sums Big and Small- size ordering Length- Measuring using non-standard and standard measure Shape- 2D and 3D shape matching, shape hunts Pattern- Complete the pattern in the sequence activities Time- Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets Position and Direction- Play Simon says using different actions, make own map with arrows directions Money- Money matching, money scenario cards Capacity- 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>Phase 2-6 Phase 2-6 sound mat depending on level Phase 2-6 sound cards with jolly phonics actions HFW & CEW flashcards All depending on level Rhino reader ebooks</p>	<p>Number- Number lines, 100 square, sums Big and Small- size ordering Length- Measuring using non-standard and standard measure Shape- 2D and 3D shape matching, shape hunts Pattern- Complete the pattern in the sequence activities Time- Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets Position and Direction- Play Simon says using different actions, make own map with arrows directions Money- Money matching, money scenario cards Capacity- 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	Sensory story Termly copy of the story for the term- PowerPoint version- perhaps with some symbols or objects linking to the story	Functional Maths activities lower level- Number- Explore a collection of objects, play hide and seek with an object Big and Small- Explore tactile big and small objects Length- Explore varied lengths of objects and materials- developing fine motor skills and engagement levels Shape- Explore new tactile resources manipulating different shapes developing cause and effect Pattern- Find 'the same' from a variety of objects Time- 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 Capacity- Home cooking activity, fill and empty containers	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
	Woodland	Functional Literacy- Termly functional signs mat/book	Functional Maths activities- Number- Focus on your own house number, bus numbers, phone numbers or clothes size numbers Big and Small- compare clothes sizes- big, small or just right? Length- compare lengths of food when preparing vegetables, length ordering activities Shape- 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... Pattern- Match socks and sort the laundry Time- Follow symbols to 'go' and 'stop' an activity- e.g. linking to road safety and crossings Position and Direction- Yoga and relaxation activities Money- Link coins to amount activity, use money to buy something in the community Capacity- Home cooking activity	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.
	Forest	Phase 2-6 Phase 2-6 sound mat depending on level Phase 2-6 sound cards with jolly phonics actions HFW & CEW flashcards depending on level Forest extension- termly focus linking to individual levels e.g. inferences cards Rhino reader ebooks	Number- Number lines, 100 square, sums Big and Small- size ordering Length- Measuring using non-standard and standard measure Shape- 2D and 3D shape matching, shape hunts Pattern- Complete the pattern in the sequence activities Time- Time card sequencing, make own clock with paper plates to take home alongside a list of times to make linking to targets Position and Direction- Play Simon says using different actions, make own map with arrows directions Money- Money matching, money scenario cards Capacity- Pupils to fill cups to taped lines, pupils to complete capacity challenge cards	

D e p	Cohort	English	Maths	Communication, Behaviour, Physiotherapy programmes
P16	Acorn	Communication through music home learning idea?	Functional Maths activities lower level- Number- Explore a collection of objects, play hide and seek with an object Big and Small- Explore tactile big and small objects Length- Explore varied lengths of objects and materials- developing fine motor skills and engagement levels Shape- Explore new tactile resources manipulating different shapes developing cause and effect Pattern- Find 'the same' from a variety of objects Time- 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 Capacity- Home cooking activity, fill and empty containers	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
	Woodland	Functional Literacy Termly functional signs mat/book	Functional Maths activities- Number- Focus on your own house number, bus numbers, phone numbers or clothes size numbers Big and Small- compare clothes sizes- would this top be big, small or just right? Length- compare lengths of food when preparing vegetables, length ordering activities Shape- 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... Pattern- Match socks and sort the laundry Time- Follow symbols to 'go' and 'stop' an activity- e.g. linking to road safety and crossings Position and Direction- Yoga and relaxation activities Money- Link coins to amount activity, use money to buy something in the community Capacity- Home cooking activity	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.
	Forest	Functional Literacy Termly functional signs mat/book linking to scenarios with some questions. NCFE Entry 1 or 2 sound cards and key words	Functional Maths activities- Number- Focus on your own house number, bus numbers, phone numbers or clothes size numbers Big and Small- compare clothes sizes- would this top be big, small or just right? Length- compare lengths of food when preparing vegetables, length ordering activities Shape- 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... Pattern- Match socks and sort the laundry Time- Follow symbols to 'go' and 'stop' an activity- e.g. linking to road safety and crossings Position and Direction- Yoga & relaxation activities Money- Link coins to amount activity, use money to buy something in the community Capacity- Home cooking activity NCFE Entry 1 or 2 key learning activities	

Appendix 3 Resourcing Process

