

Castle Hill School
Innovating, Communicating, Empowering

HOME LEARNING POLICY

Policy Created	2006
Signed off Last review	June 2025
Review frequency	3 years
Date to be reviewed	June 2028

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where students develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs, or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Philosophy and Purpose

The Home Learning Policy aims to support students and their families in the event that need dictates that it is not appropriate for the student to access on-site education for an extended period of time. A collaborative and multi-agency approach between family, outreach staff and relevant medical professionals tailors the support package to individual need.

As a school we recognise that long-term absence from school can have an adverse impact on the social and emotional wellbeing and progress of students. In addition, students may be at increased risk from a Safeguarding perspective. We endeavour to address these risks through the steps outlined in this Policy, which support the following UN Convention Rights of the Child: Article 28 - Right to Education, Article 19 - Goals of Education, Article 23 - Children with a Disability and Article 19 - Protection from Violence, Abuse and Neglect. The long-term goal is always to enable a successful transition back to school where possible. Where a parent/carer elects to remove their child from education school will work in partnership with the necessary organisations, such as, SENDACT (Special Educational Needs and Disabilities Assessment and Commissioning Team), Social Care and the Children Missing from Education team to achieve outcomes.

NOTE: the term 'outreach staff' can include: SLT, Communications teacher, teachers, department leads and DSLs.

The impact of school absence can result in:

- Reduced access to educational support
- Decreased in-person observation
- Reduced access to support from external agencies, and/or other professionals including health
- Reduced interaction with peers
- Additional strain on the family (emotional and/or physical)

Measures to address prolonged absence:

- Educational outreach sessions and/or non-educational home visits will take place on a regular basis to maintain vigilance on the student.
- Outreach sessions will be offered at a frequency determined by student need, family circumstances.
- Outreach staff will complete a Bespoke Observation in comparison with previous Bespoke Observation Schedule Assessments. This information will be shared in agreement with family during each visit in order to identify any changes to behaviour or presentation which may be of concern, this information should be recorded in the home visit risk assessment (Attachment 1).
- Outreach staff will apply vigilance in terms of Safeguarding and report any Safeguarding concerns in line with Safeguarding Protocols.

Learning

- Outreach activities and suggested home learning activities will be planned with reference to the student's Engagement Profile, PiP document, MAPP document, EHCP, the SMSC Calendar, relevant ASDAN and AQA Units (if appropriate), and relevant Curriculum Guides. Activities will relate, where appropriate, to the termly theme, activities that are happening in class, as well as whole-school events.
- Where appropriate and beneficial the class teacher and Outreach staff will offer a link via Microsoft Teams with the class, in line with confidentiality and GDPR protocols and permissions (for the student and their class), to enable the student to hear/see their peers, and where possible, to facilitate peer-to-peer interaction.
- There will be continued monitoring of student progress and wellbeing through the student's PiP document, MAPP document, EHCP, and Pupil Progress Document.
- The student will also be supported to develop their social and emotional skills through the planning of outreach sessions.

Professionals

- The class teacher will refer to the SLT, phase lead, DSLs and Family Liaison on an ongoing basis for guidance and support.
- Unless otherwise instructed the class teacher or outreach staff will contact the family by telephone at least once a week to support on ongoing dialogue on home learning, wellbeing and other support required; this information will be recorded on CPOMS and on the student's Home Learning Record.
- Unless otherwise instructed the class teacher or outreach staff will liaise with external agencies, and/or other professionals including health, to support access to services, professionals and equipment.
- The school will facilitate on-site access to other professionals, as appropriate, for example, the Physiotherapists, Occupational Therapists, Optometrists, General Practitioners.
- All school letters will be posted home to ensure continuity of information.

All professionals will continue to work with the family towards the long-term goal of the inclusion of the student within the school setting where deemed appropriate

The Parent/Carer and Outreach Staff Partnership

- Outreach staff will listen to the wishes of the family for outreach, and accommodate these wishes where possible and appropriate into the curriculum for the student.
- Outreach staff will provide all the necessary physical resources, tailored to each student
- Where appropriate, advice, guidance and resources can be left for home learning activities to continue without outreach staff's presence.
- Parents/carers will be supported to provide feedback on student progress, in order to enhance the home learning experience.
- Parents/carers should keep the school informed about relevant changes to their family situation so that the school can work in keeping with their circumstances.
- Outreach staff may adapt or shorten sessions in order to meet student need.
- In the event that parents/carers wish to cancel an Outreach visit, they should endeavour to telephone school as soon as possible.
- Outreach staff are unable to provide supervision for other family members in the home.
- Outreach staff are unable to provide any medical interventions.
- Parents/carers need to remain in the home at all times during visits.
- Parents/carers should inform school if there is any form contagion within the household.
- Parents/carers should endeavour to provide a reasonably distraction-free environment for the outreach session/home visit.

Safety of Outreach Staff

Please refer to the risk matrix (Attachment 1)

Class/School Closure Contingency Plan

In the event that an unforeseen circumstance, such as, a pandemic or damage to facilities, results in a class closure or whole-school closure, school will work in line with government guidance at the time to support the ongoing education and wellbeing of students.

The support offer to students and their families will include:

- Three telephone calls per week with the class teacher to support an ongoing dialogue on student progress (including activity suggestions), communication support, regulation support and wellbeing
- Access to educational resources on the Home Learning section of the Castle Hill School website
- Re-establishment of the Castle Hill School YouTube website
- Signposting to external agencies, and/or other professionals including health, to support access to services, professionals, and equipment.

Attachment 1

HOME VISIT RISK ASSESSMENT

Student: _____

Created: _____

Revised: _____

This Risk Assessment is to be used in conjunction with the student's **BOS (Bespoke Observation Schedule) Form**.

In the box below include information from the student's BOS Form.

Typical presentation

Risk Matrix

The risk matrix should be completed to determine staff numbers for outreach and associated risks

Criteria	Parent & carer usually present during visit	Parent & other adult family members present during the visit	Familiar parent only	Un-familiar parent only
Regular visit, no previous Safeguarding Concerns	Low Risk	Low Risk	Low Risk	Medium Risk
Regular visit, some prior Safeguarding Concerns	Medium Risk	Medium Risk	High Risk	High Risk
Regular visit current Safeguarding Concerns	High Risk	High Risk	High Risk	High Risk
Concerns of Mental Health and	High risk	High risk	High Risk	High Risk

Wellbeing of Parent/Carer				
New visit for any pupil	High risk	High risk	High risk	High Risk

**All staff should apply a dynamic risk assessment prior to entering the home, in the event of any doubt of safety the visit should not be made and the school office contacted.*

- Low Risk = 1 person visit
- Medium Risk = 1 or 2 person visit (SLT discussion)
- High Risk = 2 person visit

Additional measure for all 1 person visits, prior to leaving school the office should be notified of the following information:

- Contact telephone number for use during the visit
- Location of visit
- Expected arrival time
- Expected length of visit
- Expected time back into school

All staff undertaking single person visits should call the school office on arrival to the home and call when leaving the visit.
In the event that a call has not been received by the school office 20 mins after the expected call time they should ring the member of staff on the number provided.

Visits are defined as:

	Please tick
Educational outreach Students present as well within the limitations of their condition and are able to engage in learning activities. Educational sessions will be planned with reference to the student's Engagement Profile, PiP document, MAPP document, EHCP, the SMSC Calendar, relevant ASDAN and AQA Units (if appropriate), and relevant Curriculum Guides. Activities will relate, where appropriate, to the termly theme, activities that are happening in class, as well as whole-school events. Planning and assessment processes will support the process. Student progress will be monitored through the student's PiP document, MAPP document, EHCP, and Pupil Progress Document.	
Please make notes here regarding the student's specific condition if educational visits are required and the discussions that have taken place with parents/carers towards this.	

Wellbeing outreach/ Pre-school admission visit and other	Please tick
Students present as unwell and have additional challenges outside of the limitations of their condition.	
Please make notes here regarding the student's specific condition if wellbeing visits are required and the discussions that have taken place with parents/carers towards this.	

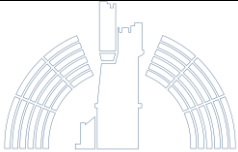
Main hazards	Control measures
	NOTE: Outreach staff can include: Communications teacher, teachers, department leads and DSLs.
Reduced access to educational/ wellbeing support	<ul style="list-style-type: none"> -Outreach staff and the family will organise outreach sessions at a frequency determined by student need, family need and capacity. - Outreach sessions will be delivered by staff members and assisted, where appropriate, by family members and health care in situ. -the outreach team, the family, and other appropriate organisations such as the Clinical Commissioning Group will continue to work towards the long-term goal of the inclusion of the student within the school setting. - All staff will apply vigilance in terms of Safeguarding and report any Safeguarding concerns in line with Safeguarding Protocols. -All visits should be recorded on CPOMS giving a general synopsis of outcomes. -Outreach staff will liaise with external agencies, and/or other professionals including health, to support access to services, professionals and equipment. -The school, where necessary, will facilitate on-site access to other professionals, as appropriate, for example; the Physiotherapists, Occupational Therapists, Optometrists, General Practitioners.

Who needs to be informed/involved as appropriate	Completed
Parents/carers	yes/no
The Senior Leadership Team (including Phase Lead)	yes/no
The Class Teacher	yes/no
The Class Team	yes/no
The Outreach Team	yes/no
DSL team	yes/no
The school administration team	yes/no
The school nurses	yes/no

I have read and understood the above risk assessment and agree to follow the procedures.

Name	Signature	Name	Signature

Complete the section below during each Outreach visit, in collaboration with parents/carers.

 <p>Castle Hill School Innovating. Communicating. Empowering</p> <p>HOME VISIT RECORD</p>		
Date	Activity	Outcome/Action

