



Snowflake School

‘Improving the quality of family life’

Home Learning Policy

Contents

1. Introduction	2
2. What is home learning?	2
2.1 Definition.....	2
2.2 Home Learning Tasks.....	3
2.3 Frequency of Home Learning Tasks.....	3
3. Responsibilities.....	3
3.1 The role of the senior teacher.....	3
3.2 The role of the teacher	4
3.3 The role of parents/ carers.....	4
4. Conclusion	5
Revision	6

1. Introduction

The purpose of this policy is to ensure that all learners that attend Snowflake School receive access to appropriate, meaningful and manageable home learning tasks which align with their individual needs, abilities and learning styles.

This policy aligns with the SEND Code of Practice (2015), Equality Act 2010 and the Independent School Standards (Part 1: Quality of Education) and Ofsted's Education Inspection Framework, and reflects best practice for specialist autism provision using Applied Behaviour Analysis (ABA) principles.

This policy outlines the principles, guidelines, and procedures for assigning, managing, and supporting the completion of these tasks.

This policy aims to:

- Ensure a consistent approach to home learning is applied throughout Snowflake School.
- Ensure home learning at Snowflake School is directly linked to the school's curriculum intent and is designed to support the sequencing, maintenance and generalisation of skills taught within the curriculum pathways.
- Ensure the needs of individual pupils are considered when assigning home learning tasks
- Ensure that home learning supports the delivery of outcomes specified in pupils' Education, Health and Care Plans (EHCPs) and Individual Education Plans (IEPs), in line with the SEND Code of Practice (2015).

Snowflake School is committed to ensuring equitable access to home learning. Tasks will be adapted as reasonable adjustments in accordance with the Equality Act 2010, taking into account pupils' special educational needs, disabilities, communication profiles and family circumstances.

2. What is home learning?

2.1 Definition

Any work, task or activity which pupils complete outside of school hours to aid the acquisition, generalisation or retention of skills taught at Snowflake School.

At Snowflake School, we believe that learning is always occurring, and that home learning creates opportunities for parents/ carers to engage in their son/ daughter's education in an open-ended way that is fun, enjoyable and stress free, without fear of deadlines or gradings. Snowflake School believes collaboration between home and school plays an important part in developing a meaningful educational experience. Assignment of home learning tasks therefore has 2 functions:

- To consolidate, reinforce and practice key learning outcomes outlined on learner's individualised education plans (IEPs) across people and settings.
 - By introducing new activities or vocabulary before a topic or activity is introduced at school (pre-learning)

- By consolidating or extending learning that has taken place during school to support learners to retain mastered skills or generalise their learning once a topic has been taught (post-learning)
- To develop effective collaboration between the school and home in pursuing the aims of each learner’s individualised education plans (IEPs).

2.2 Home Learning Tasks

The nature of home learning tasks will vary depending on each learner’s age, individual education plan (IEPs) and Snowflake Pathway. Home learning tasks may include: songs/ stories to share together, a list of items to find around the house, arts and crafts, academic worksheets, sensory activities, practical role plays or scenarios, games or other tasks.

- **Bulb** – sensory activities which increase learning to learn, engagement or exposure to new activities or topics.
- **Branch** – activities which link to the topics covered in Snowflake’s curriculum and will focus heavily on functional application of topics learned into their everyday life.
- **Blossom** - subject-specific learning to develop academic skills

2.3 Frequency of Home Learning Tasks

The frequency of home learning tasks will be individualised and determined by the pupil’s needs, EHCP outcomes, Individual Education Plan (IEP) targets and curriculum pathway.

As a specialist autism provision, home learning will primarily focus on the generalisation, maintenance and functional application of skills taught in school across home and community environments.

Pupils will typically receive regular optional home learning opportunities, which may include weekly or fortnightly micro-tasks designed to be manageable, meaningful and achievable for families.

A minimum of one structured home learning task will be provided each half term; however, additional personalised tasks may be shared where appropriate to support skill consolidation, independence and progress towards EHCP outcomes.

Home learning expectations will remain flexible and proportionate, recognising the diverse needs of pupils and family circumstances. There will be no sanctions for non-completion, and reasonable adjustments will be made in line with the Equality Act 2010 and SEND Code of Practice (2015).

3. Responsibilities

3.1 The role of the senior teacher

- Ensure the effective implementation, consistency and quality assurance of home learning across the school.

- Ensure home learning is aligned with the school's curriculum intent, sequencing and SEND provision.
- Monitor the impact of home learning on pupil progress, generalisation of skills and EHCP outcomes.
- Review this policy annually to ensure compliance with the SEND Code of Practice (2015), Equality Act 2010, Independent School Standards and safeguarding requirements (KCSIE).
- Provide guidance and support to staff and parents regarding appropriate, accessible and proportionate home learning.
- Ensure reasonable adjustments are in place so that home learning is accessible for all pupils and their families.
- Report annually to the Headteacher and Governing Body/Trustees on the effectiveness of home learning provision as part of curriculum and SEND monitoring.

3.2 The role of the teacher

- Individualisation/Accessibility: Ensure home learning tasks are tailored to each pupil's needs, EHCP outcomes, IEP targets, Behaviour Support Plan and communication profile and consideration of family capacity and circumstances.
- Differentiation/Reasonable Adjustments: Adapt tasks in line with the Equality Act 2010 to ensure they are accessible, appropriately challenging and meaningful for pupils with autism and additional needs and consideration of family capacity and circumstances.
- Safeguarding: Ensure all home learning activities are safe, appropriate and in line with the school's safeguarding and online safety policies (KCSIE).
- Data Protection: Share home learning materials and feedback securely in accordance with GDPR and the school's data protection policy, particularly when using digital platforms or communication systems.
- Communication: Facilitate clear, supportive and accessible communication with parents/carers regarding home learning expectations, including clarifying which tasks are optional or recommended.
- Feedback and Monitoring: Provide feedback where appropriate and monitor engagement to inform future planning and support pupil progress and skill generalisation.
- MDT Collaboration: Liaise with the multi-disciplinary team (e.g. SALT, OT, BCBA) to ensure home learning tasks are functional, developmentally appropriate and consistent with therapeutic and behavioural programmes.

3.3 The role of parents/ carers

- Support learners to engage with home learning activities in a way that is appropriate to their child's needs, wellbeing and family circumstances.
- Engage in collaborative communication with the school regarding the suitability, accessibility and frequency of home learning tasks.

- Inform the school of any concerns, barriers or safeguarding considerations related to home learning.
- Implement strategies, where appropriate and feasible, to support the generalisation of skills taught in school, particularly in relation to communication, independence and behaviour.
- Understand that home learning is generally flexible and supportive in nature, and that there are no sanctions for non-completion.
- Access support, guidance or reasonable adjustments from the school where home learning tasks require adaptation.
- Follow guidance provided by the school where appropriate to ensure consistency in reinforcement and communication approaches between home and school.

3.4 Safeguarding, Accessibility and Data Protection

Snowflake School recognises that home learning must be safe, inclusive and accessible for all pupils and families.

All home learning activities will be designed and communicated in line with the school's Safeguarding Policy, Online Safety Policy and Keeping Children Safe in Education (KCSIE) guidance.

The school will ensure that:

- Home learning does not place undue pressure on pupils or families
- Reasonable adjustments are made in accordance with the Equality Act 2010
- Materials are accessible for parents/carers with additional needs, including the use of visual, simplified or alternative communication formats where required
- Any digital sharing of home learning resources complies with GDPR and the school's Data Protection Policy

The school will adopt a flexible and family-centred approach to home learning in recognition of the complex needs of pupils with autism and SEND.

4. Conclusion

By adhering to the principles outlined in this policy and collaborating effectively with educators, families, and support staff, Snowflake School seeks to ensure that all learners have equitable opportunities to reach their full potential.

Revision

Version Update	March 2026
Review due	March 2027
Reviewed By	Alison Murphy
Approved by Board of Trustees on	March 2026