

Our Vision

Together we learn, grow and succeed. Together we conquer barriers and surpass expectations.

Our Mission

Together we provide opportunities to promote independence and teach life-changing skills; we engage, we support and we motivate to equip our unique young people to face life's challenges.

Overall Purpose

Inscape House School is a non-maintained special school for children whose primary need is autism. At Inscape House School, we break down barriers to learning for children with autism. Based in Cheadle, we support young people from Year 1 to Year 14.

At Inscape House it's our vision to provide a learning environment that places our young people at the heart of everything we do, where they feel valued and can thrive. Our mission is to champion their rights, needs and ambitions. We support young people to reach their full potential, by understanding that they have a distinct way of thinking and perceiving the world. Our creative approach allows us to inspire and engage students in activities that are suited to their individual needs and personalities, because we can personalise our provision to meet the unique needs of each learner.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

This will depend on your child and the technology you have in the home that supports on-line learning. If you have the technology and your child is confident using it, remote learning may start.

Some children will not be able to access any online learning but they may like to see a familiar face from school using Microsoft Teams video call. Ideas for learning activities can be emailed to Parents/Carers and paper copies and resources can also be sent home.

Parents/Carers will be contacted using a simple online form to ascertain the most appropriate way for school to support home education. We recognise there are many challenges, such as siblings sharing equipment, so we will work with you to see what difficulties can be overcome and the extent of the curriculum that can be included in their home learning offer.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, those activities that can only take place within the community such as travel training or leisure activities and those that can only take place within external settings i.e., practical College based activities/training may need to be adapted or replaced for the duration of home learning.
- For some students, we teach a different curriculum remotely to that which we teach in school. For example, daily living activities may be the focus in the home for learners that follow a curriculum with a greater emphasis on the development of life skills.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Lower phase	Each pupil will be given a full school day of learning activities to complete and parents/carers will receive a timetable. This will be supported by the minimum of two sessions 1hr 40mins direct 1:1 teaching online. Other resources will be sent out in the post if appropriate and necessary.
Middle Phase (KS3)	Champions and explorers – activities are provided supporting language, literacy and communication, numeracy and functional skills Adventurers and Pioneers – 4x sessions providing a day totaling 3-5

	hours of learning. Face to face sessions with teachers where appropriate for wellbeing checks
Upper Phase (KS4)	3 – 5 hours per day depending on the ability and needs of the pupil.
Post 16	A structured timetable has been allocated to each learner to ensure that daily routine is maintained and to ensure that course work can be completed for accredited qualifications. However, we understand that some students may struggle to complete all tasks whilst they adapt to change. 2 - 5 hours per day would be recommended, yet this will differ given the diverse complexities of our young people and the level of support that parents and carers can realistically provide.

Accessing remote education

How will my child access any online remote education you are providing?

We use Microsoft Teams as our on-line learning platform. Through this, students may have access to on-line resources to support teaching, such as Abacus, Accelerated Reader, Myon, Wordsmith, Bug Club, Phonics Bug, My Maths, Kerboodle. Oak Academy, BBC bitesize etc.

We also may use our school secure YouTube channel to share videos of therapy sessions and teaching.

All students have a school email address to access Office 365

Some students may be provided with devices with specific programmes or software such as Photoshop.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If a student is able to use remote learning resources successfully but does not have access to appropriate IT equipment, school is happy to lend equipment. Parents/Carers will have to complete a short online form to sign a contract to ensure the safe storage, good condition and appropriate use of the equipment in the home. Parents/Carers should contact their child's class teacher or Head of Department to make arrangements for collection.

If internet access is not available in the home, school will provide a dongle for the pupil to access learning. ,

Work can be submitted to teachers directly on MS Teams or, if applicable by bringing it to the school office, being collected by a member of staff from the home or by post with school reimbursing the cost of postage to the Parents/Carers

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In this section, please list the range of approaches you use to teach pupils remotely. As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- Assignments and learning materials set on MS Teams
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Our students frequently find completing schoolwork at home difficult because their theory of mind prevents them from accepting it (i.e. school work and learning is for school and family is for home). We do not want encouragement to engage in remote learning to cause in anxiety for them or confrontations within the home, so we would work closely with Parents/Carers to find a way to help their child accept home learning

We expect there is always a parent/carer present during remote learning and that parents support regular communication we school staff.

School will provide work and activities for at least three lessons a day

Where face to face teaching is part of the timetable, we expect parents to ensure their child is punctual and ready to learn (dressed, fed, alert)

When learning is not live, families can organise the child's daily routine in the best way to suit the family.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Collecting in work to be marked as and when it is available (at least once a week)
- Receive on-line fed back from internet activities (once it is completed)
- Communicating with students and parents/carers (at least once a week)
- If engagement is a concern we will inform parents and work with them to overcome any problems they may be experiencing

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Children's work will be assessed through live lessons and questioning, marking of returned work and through talking to students about their understanding. Feedback will be at least once a week and may be verbal or written.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that all our pupils have additional needs. Some may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We can provide resources for your child to support their self-regulation
- We can maintain a reduced Speech & Language Therapy, Occupational Therapy and Positive Behaviour Support (PBS) offer (Parents/carers will receive information regarding the therapy available for your child during lockdown)
- We can make adjustments to the curriculum to better suit your child's style of learning
- We can change the frequency and methods of communication to support families to manage remote learning

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where a group of students in the same class are self-isolating, the remote education offer will be as close to that described above, as possible. Where your child is the only one to be self-isolating, the class teacher will contact parents to agree the work that will be provided, when it is provided and how it will be assessed and returned to school. In all circumstances, it is through close working with home that we can together achieve the best outcomes for young people under very challenging circumstances.