

Remote Education Provision



Approved by: Full Governing Board Date:17/9/25

Signed by: A English (Chair)

Last reviewed on: Sep 25

Next review: Sep 26

1. Introduction

This guidance outlines how our school provides high-quality remote education when pupils cannot attend in person due to illness, self-isolation, medical needs, or wider circumstances (e.g. emergency closures). Provision is adapted to the needs of our learners, who may have a wide range of special educational needs and disabilities (SEND).

Our approach prioritises:

- Access to education in a way that is meaningful and manageable for each pupil.
 - Continuity of learning aligned with their EHCP targets and curriculum pathways.
 - Support for families and carers who facilitate learning at home.
 - Safeguarding and wellbeing of pupils and staff.
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2. Expectations for Remote Education

We recognise that “one size does not fit all.” Our provision will be flexible, responsive, and differentiated.

When pupils are absent but well enough to learn:

- Work and activities will be provided within **24 hours** of notification.
- Provision will reflect each pupil’s **individual learning plan, EHCP outcomes, and communication needs**.
- Teachers and support staff will maintain **regular contact** with families (e.g. calls, emails, or virtual meetings).

When pupils are too unwell to learn:

- Families are not expected to complete schoolwork, but staff may provide optional wellbeing or sensory activities if appropriate.
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3. Modes of Delivery

We use a **blended model** to meet diverse needs:

- **Paper-based packs:** Differentiated worksheets, symbol-supported resources, sensory activities, and task instructions.
- **Digital platforms:** Pre-recorded lessons, video modelling, interactive stories, or activities via [chosen school platform e.g. Google Classroom, Seesaw, Tapestry].

- **Live sessions:** For pupils who can engage, e.g. small group social time, therapies, or class check-ins.
 - **Practical activities:** Life skills, art, cooking, or physical exercises adapted for the home environment.
 - **Therapeutic input:** Where possible, Speech and Language Therapy, OT, and Physiotherapy programmes will be continued remotely, supported by parents/carers.
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4. Support for Families

We recognise that parents and carers are crucial in supporting remote learning. We will provide:

- Clear guidance for each task (including visual supports, timetables, or “now and next” boards).
 - Regular check-ins from staff to provide reassurance and adapt activities as needed.
 - Technical support for accessing online platforms.
 - Flexibility – parents may choose which activities are manageable each day.
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5. Safeguarding and Wellbeing

- All virtual contact will follow our **safeguarding and online safety policies**.
 - Staff will record and report any concerns following safeguarding procedures.
 - Pupils’ emotional wellbeing is prioritised – activities will include relaxation, social interaction, and positive experiences.
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6. Monitoring Engagement

- Teachers will keep a simple record of remote learning activities provided and engagement noted.
 - Families are encouraged (not pressured) to share feedback, photos, or comments on learning.
 - Non-engagement will be followed up sensitively, recognising that home circumstances vary.
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7. Equality and Accessibility

- Remote learning resources will be personalised to each pupil’s needs, including symbolised text, simplified instructions, or alternative formats.

- Where digital access is a barrier, the school will provide devices or additional printed resources where possible.
 - We will work with families to make reasonable adjustments so that every child can access meaningful learning.
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8. Review of Provision

This guidance will be reviewed annually, or in response to significant changes in DfE expectations or local circumstances. Feedback from staff, parents, and pupils will inform updates.