

REMOTE EDUCATION PLAN

In line with best practice and following the DfE guidance, The Sheiling Ringwood has a Remote Education Plan to be applied in case students need to self-isolate or local/national lockdown is required. Whilst from Autumn term 2020-21, schools and colleges have fully reopened across the UK, it is recognised that there will be circumstances where lockdowns or situations where students have to isolate if testing positive for, or having symptoms of Covid-19, and it remains paramount to continue to maintain education where students are at home.

DfE Guidance:

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

1. Statement of approach to Remote Education

The Sheiling provides a creative, innovative and engaging curriculum and a holistic education for all students. Our aim is to proactively ensure the right support is in place for students and families at all times. The strategy for remote learning developed at the Sheiling is designed to continue this approach.

2. Aims

This Remote Education Plan aims to:

- Ensure access to remote learning for pupils who are not in school or college through use of quality online and offline resources or Microsoft Teams video facilities.
- Ensure that students continue to access education and support in line with their Education, Health and Care Plans.
- Provide clear expectations to members of our community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the core values and work of the curriculum, as well as support of emotional health and well-being and support to parents/carers and families.
- Support effective communication between the Sheiling and families to encourage engagement/attendance to learning and best practice around remaining safe online.

3. Who is this plan applicable to?

- A student who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their bubble may be attending school/college and being taught as normal.
- A student's whole bubble is not permitted to attend school/college because they, or another member of their bubble, have tested positive for Covid-19.
- All students if the school, college or both were required to close as a result of national guidance.
- Any residential student, in line with above, who may thus be self-isolating individually or as part of a bubble onsite at the Sheiling within the residential houses. Wherever possible, classroom facilities will be kept available for residential students who need to isolate, as part of the house bubble. Where this is not possible, education and residential staff will liaise using the same processes as for carers/families when students are at home, to ensure continuity of education and support for students.
- Any student who, in line with above, would not be attending school or college and may be isolating within a supported living accommodation or a social care provider. Where this is the case, the appropriate liaison and will take place between the school/college and the care provider to provide remote learning and education.

Remote learning resources will be shared promptly with families and/or staff supporting students at the point that they are required to self-isolate.

4. Content and Tools to Deliver this Remote Education Plan

Resources to deliver this Remote Education Plan could include any of the following:

- Use of recorded video for delivering lessons, for instance, cover work to include use of the Sheiling YouTube channel.
- Use of Microsoft Teams to deliver lessons or therapeutic experiences remotely, by teaching staff and therapists.
- Printed learning packs
- Practical life skills-based tasks such as cookery, domestic tasks or vocational tasks as part of the curriculum completed in the student's home, where this is possible and appropriate.
- Physical materials such as story books, sensory resources and writing tools
- Use of BBC Bitesize, Purple Mash, Twinkl, HelpKidzLearn, Clicker 8/online, ChooseIT Maker.
- Liaison and support with families by telephone, email or other means to support assessment, feedback and to offer advice to support engagement and learning.

5. Home and School Partnership

The Sheiling Ringwood is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the student.

Because of the SEND needs of individual students, teaching staff will work with families to assess and agree the best structure for the learning day/week and how best to address the learning needs of the student within the home situation where learning will take place.

The Sheiling Ringwood will provide the necessary information to make sure that families/carers supporting students are able to access remote learning opportunities via Microsoft Teams, and other platforms as deemed appropriate and necessary.

Where possible, if it is recognised as beneficial for the student to maintain a regular and familiar routine, staff will work toward ensuring this is provided for the student.

We would encourage parents/families/carers to support student work, including finding an appropriate, distraction-free place to work and, to the best of their ability, support students with work, encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and that it is of a type and style that is realistic to be supported by the family/carers.

In line with established good practice for healthy lifestyles, we would encourage those supporting students to follow the ['digital 5 a day'](#) framework which provides practical steps to support a healthy and balanced digital diet.

All students and families are fully informed about the schools 'Acceptable Use of IT Policy' which includes online safety rules and this applies when students are working online at home.

The policy takes account of measures to ensure that remote education remains safe and appropriate for students to access.

6. Roles and responsibilities

Teachers

The suggested responsibilities below relate to where a whole bubble is isolating and would be reduced and adapted if fewer students are isolating and the majority of the bubble are in school/college.

The Sheiling Ringwood will provide the appropriate guidance, training and technical support to enable staff involved in supporting remote learning to be competent in using Microsoft Teams.

When providing remote learning, teaching staff will continue to make themselves available during normal school/college hours. Liaison will take place with families/carers to prearrange suitable times for delivering sessions via Microsoft Teams or catch-ups via telephone.

For extended periods of time away from school/college, teachers will ensure the values and outcomes within the students' EHCPs are being included when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the outcomes in the plan and, if these present as unachievable via remote learning, they will discuss with families/carers, as appropriate, and Head of School/College.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the students in their class.
 - The work set should attempt to follow the usual balance of the curriculum and to continue to provide a broad and balanced education.
 - Weekly/daily work will be shared with families to encourage active involvement where possible
- Providing feedback on work:
 - Teachers will be expected to liaise on a weekly, or more frequent, basis with families to establish what is being learnt and, where possible and appropriate, to feedback directly to students. This may also include providing symbols, photographs or other adaptive means to feedback to students.
 - School and college leaders will coordinate with teachers on any formal assessments and feedback.
 - Staff will be encouraged to follow school/college marking policy and guidance for recording levels of achievement and levels of support/prompting, where this is realistic.
- Keeping in touch with students who are at home:
 - If there is a concern around the level of engagement of a student, teaching staff can contact families to try to assist with engagement.
 - All contact will be in line with the Sheiling's Acceptable Use of IT Policy.
 - Many students, if at home, will miss seeing staff and peers. Contact, wherever possible, will support positive interaction and help to promote the well-being of students while they are away from their normal routines. Some students may find it unsettling or not understand seeing teaching or therapy staff over a remote connection. Where this is the case, arrangements will be adapted as needed so that the welfare of students is always considered paramount.

Therapists

Therapists will liaise with families and carers to seek to facilitate continuity of strategies of support at home. This can involve ensuring that the appropriate resources to support

communication and/or sensory needs are shared accordingly and so that the student has the right strategies of support.

Therapists will adapt programs accordingly to ensure support for students, whilst recognising that many would be, due to the nature of their difficulties, unable to engage with therapy remotely in the way that they might with the therapist when at the Sheiling. Strategies may include setting remote challenges or learning goals, guiding families/carers and how to deliver specific strategies, for example, PECS or a Sensory Diet, to the student - effectively teaching by proxy.

Support from therapy staff will be on a needs-led basis. We recognise that for many students, they will be able to follow therapy programs and interventions at home in line with the way they would when at the Sheiling. For others, this may present significant challenge and therefore staff will support to provide as much continuity as is realistically possible.

Senior Managers

Senior Managers are responsible for:

- Co-ordinating the remote learning approach across The Sheiling Ringwood.
- 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 students and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

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.

Network Manager

The Network Manager is responsible for:

- 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 students, staff and families/carers with accessing the internet, Microsoft Teams or other apps to support learning or safeguarding.

Students and parents

Staff can expect students learning remotely to:

- Complete work to the best of their abilities set by teachers

Staff can expect families/carers with students learning remotely to:

- Make the Sheiling aware if the student is unwell or for other reasons cannot complete work
- Seek support from the Sheiling if it is needed to facilitate work or learning, or to seek advice
- Be respectful when seeking advice, sharing concerns or in needing to raise any complaint.

Board of Trustees

The Board is responsible for:

- Monitoring the Sheiling 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding, Child Protection and Adult at Risk Policy
- School and College Curriculum Policies (the 'Curriculum')
- Behaviour Support Policy
- Data Protection Policy and privacy notices
- Online Safety and Acceptable Use of IT Policies