



Rationale for Remote Learning:

We believe that remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning or where there is a significant incident that means the school cannot open.

Examples where a pupil is unable to attend school but can learn:

- recovering from a significant short- term infectious illnesses.
- preparing for or recovering from some operations.
- recovering from injuries where attendance might inhibit recovery.
- complex medical needs impacting on ability to attend regularly.
- a significant identified (by professionals) mental health need.
- school closure due to health and safety reasons.
- in the event of school closure due to a national emergency such as a pandemic.

In these circumstances, after the pupil's absence from school has been established, school will assess the appropriateness of providing the pupil with remote education on a case-by-case basis. This will be part of a plan to reintegrate the pupil back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Appropriate remote learning provision:

If pupils are not able to attend school and require remote education, school will work with the local authority to ensure endeavour to make reasonable adjustments in line with Education Act 2010.

Should this be the case the pupil's teachers are best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum. They will support families by:

- Assessing the most appropriate method for remote learning.
- Assessing the quantity of learning so that learning is accessible and has impact.
- Assessing the digital literacy skills of the pupils and families and provide support.
- Support safe access to online material.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The delivery of the curriculum will be bespoke to meet the individual needs of pupils such as live streaming lessons or providing virtual lessons. In unique situations pupils may have a blended package of in school learning and remote learning. Some pupils may be independent enough to access digital education platforms however this will be assessed if this is appropriate on a case-by-case basis.

In line with DFE guidance 'pupils absent from school and receiving remote education still need to be marked as absent in the register.' <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

If remote learning isn't possible:

Some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be

informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom. If this is the case, the school will instead consider, in cooperation with the local authority other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.