HEMLOCK STONE SCHOOL

REMOTE EDUCATION POLICY

Policy Owner: Headteacher
Date of policy: Version 1: October 2026
Review Date: Annually

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1. Aims

This policy outlines the school's approach to providing high-quality remote education when pupils are unable to attend school due to:

- Individual pupil absence
- Medical needs
- Partial or full school closure
- Severe weather or emergency situations
- Public health requirements

The policy reflects the diverse needs of our learners in each of our curriculum pathways.

- Discover Pathway following an informal curriculum, informed by the Engagement Model and the Equals Curriculum
- Explore Pathway following a semi-formal curriculum, informed by Development Matters Early Years outcomes and Pre-Key Stage Standards
- Navigate pathway following a formal curriculum informed by National Curriculum outcomes

Our aim is to maintain educational engagement, wellbeing, communication, and family support regardless of the length of absence.

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2. Principles

Remote education in our school will:

- Be ambitious but flexible.
- Prioritise wellbeing and relationships.
- Maintain communication with families.
- Reflect each pupil's EHCP outcomes.
- Consider sensory, communication and regulation needs.

- Recognise that learning may take place through play, daily living skills and therapeutic activities.
- Be personalised according to individual needs.

We recognise that many of our learnes require direct adult support and may not be able to access remote learning independently.

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3. Curriculum Delivery

Informal pathway learners

For learners working within our Discover pathway, remote education may include:

- Attention and interaction activities
- Sensory experiences
- Cause and effect activities
- Communication opportunities
- Intensive interaction
- Sensory stories
- Music and movement sessions
- Life skills and independence activities

Families may receive:

- Activity packs
- Sensory resources
- Short demonstration videos
- Communication guidance
- Individual targets

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Semi-formal pathway learners

For learners working within our Explore pathway, remote education may include:

Learning may include:

- Communication and language activities
- Attention Autism sessions
- Story sharing
- Early literacy and numeracy
- Fine and gross motor activities
- Attention-building tasks
- Independence and self-care skills

Formal pathway learners

For learners working within our formal pathway **r**emote education may include activities in the following subjects:

- English
- Mathematics
- Science
- Foundation subjects: History, geography, RE, computing
- PSHE
- Reading activities

Teachers will adapt expectations according to learner need and available support at home.

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4. Remote Education Expectations

Teachers will

- Provide work promptly following notification of absence.
- Adapt learning to individual needs.
- Maintain regular contact with families.
- Monitor participation and engagement.
- Provide feedback where appropriate.
- Liaise with therapists and support staff where required.

Teaching Assistants will

Under teacher direction:

- Support communication with families.
- Deliver agreed virtual interventions where appropriate.
- Assist in preparing resources.
- Support learner engagement.

Parents and Carers will

Where possible:

- Support pupils to access learning opportunities.
- Communicate any difficulties with school.
- Encourage participation without causing distress.
- Share achievements and completed work.

We recognise that families have different circumstances and expectations will be flexible.

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5. Communication

Communication may take place through:

- Telephone calls
- Email
- Microsoft Teams
- Home-school communication systems

Frequency of contact will depend upon:

- Age
- Learning pathway
- Length of absence
- Safeguarding considerations
- Family circumstances

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6. Safeguarding

Safeguarding remains paramount during remote education.

All staff must:

- Follow the school's safeguarding policy.
- Use approved school platforms only.
- Record concerns in line with safeguarding procedures.
- Report concerns immediately to the Designated Safeguarding Lead (DSL).

Staff delivering live online sessions must:

- Use school accounts.
- Maintain professional standards.
- Ensure sessions are planned and recorded where appropriate.

- Follow online safety guidance.

Parents should ensure learners access learning in an appropriate environment whenever possible.

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7. Inclusion and Accessibility

The school will make reasonable adjustments to ensure access to remote education.

Support may include:

- Printed learning packs
- Adapted resources
- Symbol-supported materials
- Widgit resources
- Makaton support materials
- Communication boards
- Visual timetables
- Assistive technology where available

The school recognises that not all learners can access screen-based learning effectively.

Alternative approaches may therefore be used, including practical activities, sensory experiences and home-based life skills learning.

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8. Attendance and Engagement

Remote learning engagement will be monitored through:

- Contact with families
- Submission of work
- Attendance at online sessions

- Feedback from parents/carers

Where engagement is low, the school will work collaboratively with the family to identify barriers and provide appropriate support.

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9. Pupils with Medical Needs

For pupils absent due to medical needs:

- Individual plans will be developed where appropriate.
- Remote education will be personalised.
- Contact will be maintained regularly.
- Learning expectations will reflect the pupil's health and wellbeing.

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10. Monitoring and Evaluation

The Headteacher and Senior Leadership Team will monitor:

- Quality of remote provision
- Learner engagement
- Accessibility
- Family feedback
- Safeguarding compliance

The policy will be reviewed annually or sooner where guidance changes.

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Remote Education Offer Summary

Learning Pathway	Typical Remote Offer
Discover	Sensory activities, communication, interaction, life skills, family-led experiences
Explore	Attention Autism, communication, early literacy/numeracy, play-based learning
Navigate	Daily learning activities: reading & maths. Subject-based learning, online lessons where appropriate, independent tasks
All Pupils	Wellbeing support, family contact, safeguarding oversight

Our priority during any period of remote education is to maintain meaningful engagement, support learner wellbeing, sustain progress towards individual outcomes, and preserve the strong relationships between home and school that underpin successful learning.