Remote Education Policy

Approved by:	Full Governing Body	**Date:** 1st October 2026
Last reviewed on: 1st October 2026		
Next review due by: 1st October 2027 (unless material change)		

At Fitzwaryn School we are committed to ensuring that all pupils continue to receive a high-quality education when they are unable to attend school in person. As a special school, we recognise that our pupils have a range of complex needs, including special educational needs and disabilities (SEND), medical needs, communication difficulties, social, emotional and mental health needs, and sensory needs.

Remote education will be tailored to individual needs wherever possible and will seek to maintain engagement, learning, wellbeing, and links with school during periods when pupils are unable to attend.

This policy outlines how the school will provide remote education in a way that is safe, inclusive, and accessible for all learners.

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2. Aims

The aims of this policy are to:

- Ensure continuity of education when pupils cannot attend school.
- Maintain pupils' progress towards their individual learning outcomes and EHCP targets.
- Promote pupil wellbeing and maintain contact with families.
- Provide equitable access to learning.
- Support parents and carers to facilitate learning at home.
- Ensure safeguarding remains central to all remote education arrangements.
- Meet statutory duties relating to education, SEND, safeguarding, and equality.

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3. Circumstances for Remote Education

Remote education may be provided when:

- A pupil is absent due to illness or medical treatment.
- A pupil is unable to attend school for an extended period.
- Attendance is restricted due to public health situations.
- School closure occurs because of an emergency.
- Attendance is temporarily disrupted due to transport or building issues.
- A pupil is receiving education under an agreed reintegration programme.
- Other exceptional circumstances arise where remote learning is deemed appropriate by the Executive Headteacher/Head of School.

Remote education will not automatically replace attendance at school where attendance remains possible and suitable.

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4. Principles of Remote Education at Fitzwaryn

The school recognises that:

- Some pupils may not be able to access online learning independently.
- The support of parents and carers is essential.
- Learning activities may need significant adaptation.
- Therapeutic approaches may be integrated into learning.
- Maintaining routines and wellbeing may be as important as academic progress.
- Engagement levels will vary depending upon a pupil's needs and circumstances.

The primary focus will be on maintaining meaningful learning opportunities that are appropriate for each pupil.

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5. Curriculum Delivery

Individualised Approach

Remote learning will be adapted according to:

- Age and stage of development.
- EHCP outcomes.
- Communication needs.
- Sensory needs.
- Medical needs.
- Cognitive ability.
- Mental health and wellbeing.

Learning Activities May Include:

- Live online lessons.
- Printed learning packs.
- Practical activities.
- Communication and interaction tasks.
- Life skills programmes.
- Sensory activities.
- Physical development activities.
- Reading programmes.

- Functional literacy and numeracy.
- Therapeutic and wellbeing activities.

Staff will use professional judgement to determine the most suitable form of learning for individual pupils.

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6. Expectations for Pupils

Pupils are expected, where possible, to:

- Engage with learning activities provided.
- Attend online sessions where appropriate.
- Complete work to the best of their ability.
- Communicate respectfully with staff online.
- Follow online safety expectations.

Pupils will not be penalised where disabilities, health conditions or family circumstances affect participation.

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7. Expectations for Parents and Carers

Parents and carers are encouraged to:

- Support pupils in accessing learning.
- Maintain regular communication with school.
- Inform school of any barriers to engagement.
- Ensure pupils use technology safely.
- Attend review meetings where required.

The school recognises that families may face challenges and will work collaboratively to provide support.

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8. Responsibilities of Staff

Teachers

Teachers will:

- Plan accessible learning activities.
- Adapt work to meet individual needs.
- Maintain regular contact with pupils and families.

- Monitor engagement and wellbeing.
- Provide feedback where appropriate.
- Record concerns regarding participation or welfare.

Teaching Assistants

Teaching assistants may:

- Support online learning sessions.
- Contact families as directed by teachers.
- Deliver intervention activities remotely.
- Assist with monitoring engagement.

Senior Leaders

Senior leaders will:

- Oversee the quality of remote education.
- Monitor participation and access.
- Ensure safeguarding arrangements are effective.
- Support staff with training and resources.

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9. Access to Technology

The school will seek to support access to remote education through:

- School-issued devices where available.
- Printed resources for families unable to access technology.
- Telephone support.
- Advice regarding internet access.

Alternative arrangements will be made for pupils who cannot engage online.

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10. Monitoring Engagement

The school will monitor:

- Participation in online sessions.
- Completion of activities.
- Contact with families.
- Welfare concerns.

Where engagement is low, staff will:

- Contact parents/carers.
- Identify barriers to participation.
- Offer additional support.
- Consider alternative approaches..

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11. Attendance and Remote Learning

Participation in remote education does not replace statutory school attendance requirements except where attendance has been authorised under relevant legislation or guidance.

Where pupils are medically unable to attend school, the school will work with families and external professionals to determine appropriate educational provision.

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12. Safeguarding

Safeguarding remains paramount during remote education.

All staff will:

- Follow the school's safeguarding and child protection policies.
- Use approved school platforms.
- Maintain professional boundaries.
- Report concerns immediately.

Online Sessions

Staff must:

- Use school accounts only.
- Conduct sessions from an appropriate professional setting.
- Record attendance at sessions.
- End any session where safeguarding concerns arise.

Parents should be aware that:

- Sessions may occasionally be observed by senior staff for quality assurance.
- Pupils should participate in a suitable environment where possible.

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13. Online Safety

The school promotes safe use of technology at all times.

Pupils will receive support to:

- Stay safe online.
- Report concerns.
- Use technology appropriately.

Parents will be provided with guidance on:

- Internet safety.
- Supervision of online activities.
- Appropriate use of devices.

Any misuse of online platforms will be addressed in accordance with the Behaviour Policy and Safeguarding Policy.

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14. Supporting Pupils with Education, Health and Care Plans (EHCPs)

The school will make reasonable endeavours to continue:

- EHCP provision.
- Specialist teaching support.
- Therapy advice and programmes.
- Communication support.
- Emotional wellbeing support.

The school recognises that some specialist interventions may not be possible remotely. Alternative provision will be considered on an individual basis.

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15. Equality and Inclusion

Remote education arrangements will comply with the Equality Act 2010.

The school will make reasonable adjustments to ensure pupils with disabilities, medical conditions, communication difficulties, and additional needs are able to access learning as effectively as possible.

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16. Data Protection and Confidentiality

All staff will comply with:

- UK GDPR.
- Data Protection Act 2018.
- School data protection policies.

Personal data must only be processed through approved school systems and platforms.

Staff must not use personal devices or accounts to communicate with pupils unless expressly authorised by the Headteacher.

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17. Monitoring and Review

The Executive Headteacher and governing body will review the effectiveness of this policy annually and following any significant period of remote education.

The review will consider:

- Pupil engagement.
- Educational outcomes.
- Parent feedback.
- Staff feedback.
- Safeguarding issues.
- Accessibility of provision.