Remote Learning Policy Inclusion School

DfE no: 850/6107

Approved by:	Governing Board	**Date:** November 2023	
Signed by:	J Pratt	**Position:** Chair of Governing Board	
Last reviewed:	November 2023	**Next review due:** November 2025	

Monitoring arrangements

This policy will be reviewed bi-annually in line with DfE, HSCP, HCC and any other relevant guidance. However, it will be reviewed by the Inclusion School Senior Leadership Team when needed.

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Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711			

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't on school site
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All learners should attend school, in line with Inclusion School's Attendance Policy, where the learner's mental health and wellbeing allows them to do so.

Inclusion School firmly believes that its learners can only access the support to meet their mental health and educational needs on site.

However, where appropriate, Inclusion School may implement a temporary reduction of schooling hours alongside parents/carers, other professionals and learners.

Learners receiving remote education will be marked absent in line with the Learner Registration Regulations.

It should be noted that remote education is not viewed as an equal alternative to attendance in school.

We will consider providing remote education to learners in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but can continue learning if deemed appropriate by a doctor, or our Occupational Therapist, Educational Psychologist *(if required)* and/or our Wellbeing Team. These reasons may include:
  - If a Learner's attendance has been affected by a special educational need or disability (SEND) or a *mental health issue*
  - If a Learner has an infectious illness
  - If a Learner is preparing for or recovering from some types of operation
  - If a Learner is recovering from injury and attendance in school may inhibit such recovery

The school will consider providing learners with remote education on a case-by-case basis. This will be reviewed by the school Mental Health Lead, SEND Lead (DHT), and outsourced professionals.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, learners, and if appropriate, a relevant medical professional. If the learner has an education, health and care (EHC) plan or social worker, the local authority (LA) should also be involved in the decision
- The school will provide access to Google Classroom, Microsoft Teams or, for those unable to access a computer, learning packs.
- Put formal arrangements in place to regularly review it and identify how to reintegrate the learner back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity

- Set a time limit with an aim that the learner returns to in-person education with appropriate support

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended

3. When remote learning will not be considered

Due to the chronic and severe mental health needs, and history of prolonged absence from education, of Inclusion School's learners there will be occasions when a learner is not able to attend education full-time. Similarly, it may be deemed appropriate to not send work home for a learner, due to mental health concerns. In this instance, Inclusion School will make an informed decision based on the learners needs, professional advice and parental views.

These occasions include, but are not limited to, the following:

- They are returning to education after an extended period of missed education and are beginning their transition into full time education (Individual Timetable Plans)
- There may be instances where a learners is unable to successfully manage school full time due to their mental health, such as mental health work arrangements and flexi-time arrangements in employment (Mental Health Timetable Plans)

In the event of this decision being made, Inclusion staff will use bespoke assessment tools to measure the learner's capacity to learn, as well as any learning that has been missed, upon return.

Tools which may be used will support reintegration into school, as well as academic monitoring may consist of the following:

- Boxall Profiling
- Renaissance Reading/ Star Reader Testing
- Star Maths Testing
- Subject specific assessments and baselines, using Inclusion I levels.

To support missed learning, Inclusion school will adapt the learning journey for learners and will personalise academic interventions during SCIL lessons in Maths and English.

In addition to this, learners will receive targets & pastoral support, which may consist of;

- 1:1 mental health support/ engagement sessions
- Equine Therapy
- Gardening Therapy
- Outsourced 1:1 sessions with professionals such as Educational Psychologists, Speech and Language Therapists and/or Occupational Therapists.

Inclusion School does monitor and record the Personal Development opportunities, such as off-site school trips, and offer these to learners who would otherwise not be on site on those days. Learners are empowered to make the correct decision for their mental health and education, with support from trusted teachers and wellbeing team members.

The school provides full details of these bespoke timetables and its safeguarding arrangements for those at home in its Attendance Policy.

For Inclusion School's learners, and our implementation of Zones of Regulation, overseen by the School's SEND Lead in collaboration with the school's Occupational Therapists (ACE), each learner's "battery" capacity can be too low (blue/red zone) to learn and succeed – at home and at school.

It is therefore important that learners have the opportunity to temporarily "recharge" at home and have a mental health break to develop resilience whilst learning positive and sustainable mental health strategies long term, alongside the school's mental health team, to ensure that they can sustain education and employment long term.

The following extract is from this policy and outlines, based on the expertise of Occupational Therapists (OT), why learners who are on part-time timetable plans are not expected to engage in remote learning:

> "ACE Children's Occupational Therapy (OT) Team provide onsite direct and indirect support for the students attending Inclusion School. Appropriately identified students may, initially, be provided with a reduced timetable, by way of supporting their sensory modulation, anxiety management and social-emotion-communication needs. These students are likely to present with 'behaviours that challenge', due to previously negative experiences in an education setting, which will have led them to find the classroom environment intimidating and distressing. In these instances, by initially reducing the student's timetable, they experience a graded approach towards increased and longer-term education attendance and engagement. This approach enables these students to gradually acclimatise to their new supportive environment and adjust to the therapeutic approach delivered by the teaching staff."
> -   ACE Children's Occupational Therapy, October 2023

4. Roles and responsibilities

4.1 Teachers and tutors

When providing remote learning, teachers must be available between 8.30am and 4.30pm, Monday to Friday, or, for part time staff, during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

● Provide learners with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
● Make reasonable adjustments for learners with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that learners can access remotely

When providing remote learning, teachers are responsible for:

Setting home learning assignments, including:

● Providing assignments for all their timetabled classes, including if required to cover another member of staff
● The amount of teaching and learning they need to provide students (this should be equivalent to a school lesson)
● Organising when assignments need to be set (e.g. 3pm the day before) and providing an appropriate and timely deadline

- How and where assignments should be uploaded and returned (i.e. Microsoft Teams, Google Classrooms/Century)
- How they should coordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete assignments
- Ensuring that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects (this may fall under the responsibility of someone else in your school)
  - This includes considering the needs of individual learners, such as those with SEND or other additional needs, and the level of independent study skills
  - This also includes considering the needs of learners' families or carers, including how much adult involvement is needed in each activity and whether learners have a suitable place to study

Providing assignment feedback, including:

- Marking and providing timely feedback on submitted assignments via Microsoft Teams, Google Classroom or Century, or via email on learner accounts
- Recording all submitted assignments by students, including scores (if applicable), strengths and learning development areas in relevant progress monitoring documents

Keeping in touch with learners who aren't in school, including:

- Make contact with learners via Google Classroom/Microsoft Teams (primarily), email and telephone (secondarily) in line with that learners individual timetable
- All staff are expected to respond to emails and phone calls in a timely manner. It is important that it is made clear to students, teachers and parents that no one should be at their laptop screen all day between 8.30am and 4.30pm. Nevertheless, responses to emails and phone calls should take place within 2 hours.
- Outside of working hours, all staff should not answer emails unless to pass on a safeguarding concern to the DSL

Attending virtual meetings with staff, parents, students and other professionals

- All internal Inclusion School/Inclusion Hampshire virtual meetings will be held using Google Meet
- Other schools and professionals may use Microsoft Teams, Zoom or another provider. Inclusion School staff members can use this system if required to do so
- Inclusion School's usual dress code applies equally to its remote learning provision as it does on-site
- When participating in virtual meetings these should be in a space that is private and confidential. If this is not possible, staff are expected to utilise headphones to provide a degree of confidentiality
- Each member of staff will have a location in their home that is best suited for attending virtual meetings. The location and background for these meetings should be appropriate. It is recommended that staff use a predetermined or blurred background

If there are any complaints or concerns shared by parents or learners they should refer these to the Headteacher.

4.2 Pastoral, wellbeing and support staff

When assisting with remote learning, the pastoral and wellbeing teams, and teaching assistants, must be available between 8.30am and 4.30pm, Monday to Friday, or, for part time staff, during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, the pastoral and wellbeing teams, and teaching assistants are responsible for:

Keeping in touch with students who aren't in school including:

- Make contact with students via telephone, email and text in line with that student's individual timetable (although this is adaptable to need)
- Offer counselling/ELSA/TALA, music or other mental health support for students, including signposting to other services and sharing of resources/services, where necessary, and to the extent possible
- All staff are expected to respond to emails and phone calls in a timely manner. It is important that it is made clear to students, teachers and parents that no one should be at their laptop screen all day between 8.30.am and 4.30pm. Nevertheless, responses to emails and phone calls should take place within 2 hour
- Outside of working hours, all staff should not answer emails unless to pass on a safeguarding concern to the DSL
- Recording welfare contact with students, including:
    - All interactions should be recorded, in line with any confidentiality agreements in place.
    - Attending virtual or on-site professionals meetings relating to student welfare
    - Signpost and refer families to specialised support services

If there are any complaints or concerns shared by parents or students they should refer these to the Headteacher.

4.3 Subject Leads

Alongside their teaching responsibilities, heads of department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all set assignments are appropriate and consistent
- Develop strategies and interventions with senior leaders, SEND lead and teachers to promote learning engagement
- Working with other heads of department and senior leaders to make sure set assignments remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote assignments set by teachers in their subject. This will include regular on-site or virtual meetings with teachers and support staff and reviewing achieved learning in conjunction with senior leaders.
- Alerting teachers and support staff to resources they can use to teach their subject remotely, including sharing of best teaching, learning and technological practice.

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for learners by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible) with suitable safeguarding systems in place
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep learners on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether learners learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Leading and co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular on-site and virtual meetings with department heads, teachers, SEND lead and support staff to review and adapt the teaching and learning taking place based on observation and feedback from students and parents.
- Work with the pastoral and wellbeing teams to ensure the needs of all students are being met effectively, and liaise with other professionals and services as required.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Working alongside the Pastoral team, SEND lead, DSLs, heads of department and teachers to develop strategies and interventions for learning engagement and pastoral care.
- Attending virtual or on-site professionals meetings relating to students and the provision
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and learners about remote education – specify if you will do this on your website or via email

4.5 Designated safeguarding lead

The DSL and deputies continue to be responsible for all safeguarding concerns. All safeguarding concerns should be documented and passed to the DSL, as appropriate.

Please see Inclusion School's Safeguarding & Child Protection Policy for further details.

DSLs will be expected to attend professionals meetings (e.g. CP, CIN) virtually or on-site, as necessary.

4.6 Learners and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the school day, whether by telephone, email or comment via Google Classroom/Microsoft Teams. It is important that staff and parents be mindful that their student/teacher will not always be in front of their device throughout the day

- Complete the set learning to the deadline set
- Seek help, or accept it, if they need it, from Inclusion School academic and therapeutic teams and their key member of staff
- Alert teachers if they are not able to complete assignments so that appropriate support and guidance can be provided.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or are otherwise unable to complete the assigned learning
- Seek academic, therapeutic and pastoral help from the school if this is needed.
- Be respectful when making any complaints or concerns known to staff

4.7 Governors

The trustees are responsible for:

- Monitoring the school's 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

5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Concerns about safeguarding

- Inclusion School DSL: Matthew Atkinson (matthew.atkinson@inclusionschool.org.uk)
- Inclusion School Deputies: Ele Murphy (ele.murphy@inclusionschool.org.uk), Yvonne Haynes (yvonne.haynes@inclusionschool.org.uk)

Issues with behaviour

- Matthew Atkinson (matthew.atkinson@inclusionschool.org.uk), Yvonne Haynes (yvonne.haynes@inclusionschool.org.uk)

Issues with Teaching & Learning

- Julia Bray (julia.bray@inclusionschool.org.uk)

Issues with IT

- Use the GreenPoint service support desk. Contact your line manager for further information.

Issues about the staff member's own workload or wellbeing

- Their respective line manager
- Yvonne Haynes, Senior Mental Health Lead (see details above)
- Matthew Atkinson, Headteacher (see details above)

Concerns about data protection

- Emma Barnard, <mark>Head of Business Operations</mark> (emma.barnard@inclusionhampshire.org.uk)

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access Inclusion Hampshire's domain data by Google Workspace, and use this package as their primary communication and teaching tool
- Use devices provided to them by Inclusion Hampshire, such as laptops or Chromebooks, in order to access its Google Workspace
- Personal devices should not be used by default unless agreed by the Senior Leadership Team.

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent/student email addresses and telephone numbers as part of the remote learning system. As long as this processing is necessary for the School's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

For example, staff should always send emails from their @inclusionschool.org.uk email address and any communication to students should be sent to their @inclusionschool.org.uk email address, unless agreed otherwise.

The school will follow its data protection policy and privacy notice in terms of handling data, which can be found here.

Any questions or concerns about the processing of personal data should be directed to Emma Barnard Data Protection Officer (see contact details above).

6.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates
- Using the device responsibly and safely whilst in their possession
- Contact their line manager immediately if their device is physically damaged or broken, or if there is a software issue

7. Safeguarding

Please refer to Inclusion School's Safeguarding & Child Protection Policy and <mark>Attendance Policy.</mark>

8. Monitoring arrangements

This policy will be updated bi-annually. However, it will be reviewed by the Inclusion School Senior Leadership Team when needed. At every review, it will be approved by Inclusion School's Local Governing Board.

9. Links with other policies

This policy is linked to our:
- Behaviour Policy
- <mark>Attendance Policy</mark>
- Safeguarding & Child Protection Policy
- Data Protection Policy and privacy notices
- ICT and internet acceptable use policy
- Online Safety Policy