

# ABBAY SCHOOL FOR EXCEPTIONAL CHILDREN

## REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS/CARERS



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# Abbey School

for Exceptional Children

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## 1. Introduction

The majority of Abbey School pupils continue to attend school as usual during local or national lockdowns. The following information outlines how we support pupils who are accessing school via remote learning due to local or national lockdowns or when having to self-isolate.

## 2. The remote curriculum: what is taught to pupils at home?

Due to the diverse, significant and complex needs of our pupils, the remote learning opportunities for pupils will be designed and supported on an individual basis. They will be based around each child's personalised learning needs, as set out in their Education, Health and Care Plan and our curriculum structure.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Each pupil's personalised curriculum can be carried out at home by embedding learning goals within everyday routines. Teaching staff will work closely with parents/carers to plan for routines activities and strategies which can be used at home to support the pupil. We acknowledge that these may also be needed to address emotional wellbeing of pupils and families and the capacity to manage physical and/or sensory needs as well as supporting educational targets. Because of our understanding of our pupil's needs and abilities, we will not specify how much home learning should be carried out each day. Instead, each family will be supported throughout, to give as much access as is appropriate to learning each day.

## 3. Individual arrangements

Each teacher will contact our families to discuss their child's remote learning package on the first or second day of interruption (depending on what time of the day the interruption occurs). Staff will provide learning opportunities as home in many ways. This may include:

- Live group-based lessons via TEAMS (for pupils working within exploring and establishing curriculum)
- Live class social events/activities for all pupils to ensure that face-to-face contact is maintained with peers
- Individual live lessons via TEAMS
- Emailed or photocopied work packs
- Suggested sensory and/or practical activities
- Loan of specialist resources
- Therapy activities from the Speech and Language Therapist and Occupational Therapist
- Work set using online platforms and interactive sites, apps and videos
- Home visits
- Socially distanced walks and play sessions
- Pre-recorded sessions made by class staff that can be watched a number of times at home

Class staff will maintain contact each week to assess how things are going and to consider expectations for the following week.

## 4. Engagement and feedback

Abbey School wants to take a balanced approach to learning from home. We do not want remote education to become a source of conflict and anxiety at what is already a difficult time. We would of course like our pupils and families to engage in as much of the remote learning offer as they can, however, we fully understand the huge challenges that educating your child with complex learning needs at home can bring. We would say therefore, that if what we are suggesting for your child results in a more stressed and less happy household, then families should speak to the class teacher to amend any suggestions provided. The teacher will work closely with you to ensure that remote learning fits into your family life as much as possible.

Where set tasks result in permanent products (such as worksheets or written work) then photographs of these can be sent into school via the Weduc platform for marking or screen shots taken during live lessons. Live feedback will be given immediately during any live lesson and recorded immediately afterwards. Weekly calls with parents/carers will explore engagement with remote learning activities and problem solve any barriers preventing engagement. Contact home is monitored and recorded and relevant information is fed back to parents/carers to inform them of how pupils are progressing with their learning and of any concerns that arise.

We complete a weekly table which records attendance, engagement, and progression in lessons so there is an overall view into how each pupil is doing.

Our parent-school communication platform will continue to be used each day. In this context, this information will be used to record attendance and to monitor engagement alongside the other measures described above.

## **5. Accessing Specialist and TDT input**

Abbey School provides specialist TDT input for group and individual pupils where appropriate. This includes input from specialist teachers, behaviour analysts, speech and language therapists and occupational therapists.

We will continue to deliver this input via specialised programmes and live teaching where possible, adapting the content where necessary e.g., universal, individual and specialist programmes specifically designed by the therapist to be carried out at home to ensure a continuation of these supportive therapy sessions.

## **6. Social interaction during remote education**

At Abbey School we understand the importance of social communication and interaction for our pupils. Therefore, we have considered how we can provide some forms of structured and successful social interaction even when the majority of pupils are learning from home.

Where individual pupils are self-isolating, we will provide a daily activity that they can do live alongside their peers.

Where the full class are learning from home then weekly class social activities will be arranged (in addition to live lessons).

Where possible, pupils will be grouped during remote sessions to enable them to engage in peer interaction and build on their social skills.

## **7. Family Support**

Parental contact will be logged on our school information management system and will be closely monitored by the safeguarding team and welfare lead. Abbey School staff remain here to support all pupils and families during periods of remote learning. Should you have any concerns at all or require further support then please do not hesitate to contact the class teacher or a member of the Senior Leadership Team.