

Entitlement to Remote Education Policy during the Covid Pandemic

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1	September 2020	Initial draft

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice where appropriate.

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1. Background

The DfE's [guidance for full opening: special schools and other specialist settings](#) sets out schools should support “*pupils who are shielding or self-isolating, or who are clinically vulnerable or clinically extremely vulnerable children not currently in school*”, through the remote provision. Where such provision is needed, the guidance further states that it “*is high quality and aligns as closely as possible with in-school provision.*”

2. Related policies

- School-based remote learning policies
- Equality Policy
- School-based policies on supporting children with medical conditions
- Attendance policy
- Data protection policy
- Privacy notice to pupils

3. Local Authority Duties

In discharging their statutory duty to arrange suitable full-time education (or part time when appropriate to the child's needs) for children who, because of illness, would otherwise not receive a suitable education, LAs have a number of responsibilities. These include providing education as soon as it is clear that the child will be away from school for 15 days or more, ensuring that the education children receive is of good quality, and addresses the needs of individual.

In practice, LAs work closely with the school where such children are on the roll at a school within the Eden Academy Trust (the Trust).

4. The Trust approach

In discharging its responsibilities, the Trust will ensure that its schools will at least meet their statutory obligations under the guidance. Where possible, additional support will be made available including the provision of remote therapy services.

The Trust and schools approach can be summarised as ensuring that home learning will be available for all pupils, with the level of provision dependent upon their reason for being at home. The following groups of pupils are likely to access home learning in the academic year 2020-21:

- Pupils who remain at home due to shielding, medical advice, or parental choice;
- Individual pupils who are self-isolating as a requirement of displaying symptoms of COVID-19;
- Individual pupils who have been instructed by NHS Test and Trace to self-isolate due to being a close contact of an individual with a positive COVID-19 test result;
- Whole class, Bubble, or Unit of pupils who have been advised to self-isolate due to a confirmed positive case of COVID-19;
- Whole school population as a result of local or national lockdown or restrictions;
- Individual pupils who are not attending school for a reason unrelated to COVID-19; and
- Pupils who are attending school but wish to access online learning activities.

It is our intention that remote or home learning will, as far as possible and practicable, cover areas such as:

- Core subjects
- Creative Development
- Personal, Social & Emotional Development
- Therapy Support (where appropriate)

This approach (and policy) will be underpinned by detailed remote/home learning policies for each of our schools.

5. Roles and Responsibilities

- Board of Trustees
 - Ensure arrangements are effectively implemented and reviewed and of good quality;
 - Work with schools to provide appropriate technology and/or access to remote provision, as far as is reasonably practicable.
- Head¹
 - Ensure that the school has a school-based remote/home education policy, which sets out the arrangements within the particular school;
 - Appoint a named member of staff to lead on remote learning;
 - Work collaboratively with parents;
 - Liaise with the LA where they may be required by current the statutory government guidance [Ensuring a good education for children who cannot attend school because of health needs \(January 2013\)](#).
- Named member of staff for leading on remote provision
 - Develop the approach to home learning and support provision;
 - Design home learning plans for pupils who are not attending school regularly, to provide access to learning that is suitably differentiated according to each pupil's ability;
 - Actively monitoring pupil progress and reintegration.
- Teachers and support staff
 - Ensuing they are aware of the needs of their pupils through the appropriate sharing of the pupil's health needs.
- Parents

¹ For the purposes of this policy Head refers to Headteacher or Head of School as appropriate

- Working in partnership with the school to achieve the best possible outcomes for their child.