



Watermill School

Remote Learning Policy Pupils Unable to Attend School Due to Health Needs Policy

Policy Information		
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Remote Learning Policy

1.0 Origin Rationale for this policy statement:

Schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The DfE is providing further support for schools so that they are able to do so. Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020. The Direction will come into force on 22 October 2020.'

Following on from this, the Remote Learning Policy will provide expectations for Pupils and Staff unable to attend school, but are fit and well enough to do so, in agreed circumstance such as:

- School closure due to inclement weather
- School closure due to strike action
- School closures as a result of damage/essential equipment needing repair
- Pupil not attending school as part of a pre-agreed transition plan

2.0 Legislation/Guidance:

In the instance of a pupil/staff member not being able to attend school, we will endeavour to follow the Government's guidance as set out during the Pandemic.

The Government has instructed schools that they expect them to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and is linked to the school's curriculum expectations.
- give access to high quality remote education resources.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. These will be delivered/posted as appropriate.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

3.0 Processes to meet expectation:

The following policy statement outlines how the school will address the above requirements

Specific Aims

To outline Watermill School's approach for pupils that, will not be attending school due to self- isolation or other agreed circumstances, but are otherwise fit and healthy and able to continue with their learning.

To outline Watermill School's expectations for staff that, will not be attending school due to self-isolation or other agreed circumstance, but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

Pupils and staff who are fit and well to attend school, but are not able to due to agreed circumstances such as a pandemic/school closure.

Remote learning for pupils that are not able to attend school due to self-isolation or other agreed circumstance

Watermill School will provide remote learning (online) and or via paper packs or workbooks for pupils who are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Watermill School is fully aware that these may be exceptional times and would like to make it clear that the completion of work is not compulsory, but is very strongly encouraged by the school and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, we should approach home learning in way which suits their individual needs. The school will discuss your child's needs with you related to home learning.

Family (pupil/parent/guardian) role

Where possible, it is beneficial for young people to maintain a regular and familiar routine.

Watermill School's would recommend that each 'school day' maintains structure.

Each week, at an appropriate time, work for the week, in English, Maths and sometime life skills along with a range of foundation subjects will be sent home. Families should view this together, and then make appropriate plans to complete the work.

Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address or directly with staff by email if appropriate. They should make clear which year group and subject the question relates to.

Work that children complete at home should be kept safe, and can be brought back to school when agreed to do so.

To attempt to make use of the resources shared with them i.e. access work set on appropriate websites.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Teacher expectations

In addition to their in-school work with Key Worker and eligible pupils, teachers from Watermill School will continue to support children that are unable to attend.

Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips or paper-based activities.

Teachers should create videos/materials, where possible, for key teaching points in English, Maths and other appropriate subjects and these should be uploaded or sent to pupils via the schools agreed platform or methods, where possible.

Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.

To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via email where possible but exceptions may be made when deemed appropriate.

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Staff are expected to know the preferred style of home learning in consultation with parents and review this as and when appropriate thereafter.

Remote teaching for staff who are self-isolating/ unable to attend school in agreed circumstances

If a member of staff is unable to attend school (pre-agreed with SLT), but is fit and healthy enough to do so, they are expected to complete agreed tasks as discussed with SLT.

4.0 Appendix 1: Video Conference Home Learning Policy

It is envisaged that the use of video-conferencing sessions will primarily involve Microsoft TEAMS. This can be used for 1:1 student support, class sessions and pastoral check-ins.

In order to create a safe environment for pupils and staff when taking part in a videoconferencing session, the following considerations must be observed:

1. Parents must give their consent and agree to the terms listed in the CODE OF CONDUCT form (see Appendix 2). The parent must remain with the child at all times, allowing the child to do all of the talking and engaging with the teacher. If the teacher speaks directly to the parent, then they must respond.
2. Parents must agree to have their email address visible to the other parents in the class to perform the TEAMS class conference.
3. Teachers must familiarise themselves with the functions of Microsoft TEAMS, including the privacy and mute settings.
4. All sessions should be recorded if there is no other member of staff in the room. All recordings need to be saved in the shared area folder/ [remote learning2021]/ and in your class folder. These will then be deleted when the lockdown ends.
5. All video-conferencing sessions should take place within school hours (09.30 – 2:30) and must be hosted and supervised by the teacher at all times.
6. Any video-conferencing session should have a minimum of three participants. This should be the teacher, pupil, and supervising parent/carers (who could be in the background not necessarily sitting next to the child).
7. When a video conference finishes, pupils should exit TEAMS first and the teacher should close the session once complete.
8. Teachers should outline their expectations during the first video-conferencing session. Subsequent sessions should include a brief reminder of the expectations and rules that keep pupils and staff safe online.
9. Video conference sessions should be scheduled on TEAMS at least 48 hours in advance. Parents will receive notification of this via an email.
10. Video conferences should be held from an environment that is communal, safe and free from distractions. Children should **not** be in their bedroom for the call. Use a space downstairs, preferably in front of a blank wall. Televisions and other devices should be switched off during the call.
11. Teachers must ensure that pupils are muted to ensure that there is no disruption unless asked by the teacher to discuss or speak. They can use the hand up button or put their hands up.
12. If is disruptive behaviour/ inappropriate language the teacher must address this and explain that they will no longer be a part of the video conferencing if they do so again.

13. Teachers must be professionally dressed and pupils should be dressed appropriately. If you are working from home blur out or change the background so that your house cannot be seen. Also, your family and pets must not be seen in the video.
14. Teachers should keep a record of attendance for each video-conferencing session, using the school's record of intervention paperwork.
15. Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to a member of the senior leadership team and record using CPOMS. Any safeguarding concerns need to be raised immediately with a safeguarding officer in school.

5.0 Appendix 2: Code of Conduct for Parents and Pupils

Online Lessons and Video Calls

Dear Parents, Carers and Pupils.

We are now using Teams, email and video to deliver lessons and to contact parents and pupils for catch-up meetings/ conversations. It is important that we all are comfortable with this and know how to use Teams or video sensibly. This is for everyone's safety and well-being.

Parents/ Carers

- Please make sure that you are comfortable with your email address being used as part of the Teams class meeting group.
- Please make sure that you are with your child when they are online. You do not need to be on the camera but it would be helpful if you could acknowledge your presence so that we know that you are there.
- Ideally you should use a main social space in your house such as lounge or kitchen. Please try not to use your child's bedroom.
- Please make sure that your child is dressed appropriately for the lessons. They do not have to wear uniform but should not be in pyjamas or wearing tops with inappropriate slogans or messages.
- As the pupils are sharing the visual classroom we need to make sure that all comments and behaviour are appropriate. If a pupil behaves in a way that makes other pupils, parents or the teacher uncomfortable then they will be asked to leave the lesson and we will review their use of the lessons.
- Please contact your class teacher if you are uncomfortable or have any problems. Pupils.
- Please remember to mute your microphone when the class teacher or another pupil is talking.
- Please try to be very sensible in the virtual classroom. If you make silly comments, or make your friends in class uncomfortable, then you may not be able to join in.
- Please make sure that you are joining the lesson to learn. We know that it is exciting to see your friends on camera but try not to distract them.
- Please make sure that your parents know that you are online.
- Please make sure that you are dressed for the lessons. Do not wear your pyjamas or inappropriate tops.



Pupils unable to attend school due to health needs Policy

1.0 Statement of intent

Watermill School aims to support the LA and ensure that all children who are unable to attend school due to medical needs and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential. Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough. We understand that we have a continuing role in a pupil's education whilst they are not attending the school and will work with the LA, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

2.0 Legal framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- Data Protection Act 2018
- DfE 'Ensuring a good education for children who cannot attend school because of health needs'
- DfE 'Supporting pupils at school with medical conditions'

2.2 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy and Procedures
- Children Missing Education Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Medication Policy

3.0 Definitions

3.1 Children who are unable to attend school as a result of their medical needs may include those with:

- Physical health issues.
- Physical injuries.
- Mental health problems, including anxiety issues.

- Emotional difficulties or school refusal
- Progressive conditions.
- Terminal illnesses.
- Chronic illnesses.

4.0 Roles and responsibilities

4.1 The governing board is responsible for:

- Ensuring arrangements for pupils who cannot attend school as a result their medical needs are in place and are effectively implemented.
- Ensuring the review of the arrangements made for pupils who cannot attend school due to their medical needs.
- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of pupils are clear and understood by all.
- Approving and reviewing this policy on an annual basis.

4.2 The Headteacher is responsible for:

- Working with the governing board to ensure compliance with the relevant statutory duties when supporting pupils with health needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of children.
- Ensuring the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
- Ensuring the support put in place focusses on and meets the needs of individual pupils.
- Notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs.

4.3 Class teachers are responsible for:

- Dealing with pupils who are unable to attend school because of medical needs.
- Actively monitoring pupil progress and reintegration into school.
- Liaising with parents to determine pupils' programmes of study whilst they are absent from school.
- Keeping pupils and parents informed about school events and encouraging communication with their peers.
- Providing a link between pupils and their parents, and the LA.

4.4 Teachers and support staff are responsible for:

- Understanding confidentiality in respect of pupils' health needs.
- Understanding their role in supporting pupils with health needs who cannot attend school.
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.

4.5 Parents are expected to:

- Ensure the regular and punctual attendance of their child at the school where possible.
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school with sufficient and up-to-date information about their child's medical needs
Attend meetings to discuss how support for their child should be planned.

5.0 Managing absences

5.1 Parents are advised to contact the school on the first day their child is unable to attend due to illness.

5.2 Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness.

5.3 The school will provide support to pupils who are absent from school because of illness by liaising with the pupil's parents to arrange schoolwork as soon as the pupil is able to cope with it or part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, their family and relevant members of staff.

5.4 The school will monitor pupil attendance and mark registers to ensure it is clear whether a pupil is, or should be, receiving education otherwise than at school.

5.5 The school will only remove a pupil who is unable to attend school because of additional health needs from the school roll where:

- The pupil has been certified as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from the school's medical officer.

6.0 Support for pupils

6.1 Where a pupil has a complex or long-term health issue, the school will discuss the pupil's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the pupil.

6.2 The LA expects the school to support pupils with health needs to attend fulltime education wherever possible, or for the school to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

6.3 The school will make reasonable adjustments under pupils' individual healthcare plans (IHCPs), in accordance with the Supporting Pupils with Medical Conditions Policy.

6.4 During a period of absence, the school will work with the parents/carers of the pupil to establish and maintain regular communication and effective outcomes.

6.5 Whilst a pupil is away from school, the school will work with parents/carers to ensure the pupil can successfully remain in touch with their school using the following methods:

- School newsletters
- The School website
- Email
- Invitations to school events
- Cards or letters from peers and staff

6.6 Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources.

6.6 To help ensure a pupil with additional health needs is able to attend school following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the class teacher
- Access to additional support in school where appropriate
- Remote access to the curriculum from home
- Places to rest at school
- Special exam arrangements to manage anxiety or fatigue

7.0 Reintegration

7.1 When a pupil is considered well enough to return to school, the school will develop a tailored reintegration plan.

7.2 The school will work with the parent/carers and other professionals, involved with the child, when reintegration into school is anticipated, to plan for consistent provision during and after the period of education outside school.

7.3 As far as possible, the child will be able to access the curriculum and materials that they would have used in school.

7.4 If appropriate, health professionals will be involved in the development of any updated care plans.

7.5 The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the pupil.

7.6 For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence.

7.7 The school is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents and key staff about concerns, medical issues, timing and the preferred pace of return.

7.8 The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.

8.0 Information sharing

8.1. It is essential that all information about pupils with health needs is kept up-to date.

8.2. All teachers, TAs, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures. 8.3 Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- Ensure this policy and other relevant policies are easily available and accessible.
- Provide the pupil and their parents with a copy of the policy on information sharing if required.

8.3 When a pupil is discharged from hospital or is returning from other education provision, the school will ensure the appropriate information is received to allow for a smooth return to the school. The class teacher will liaise with the hospital or other tuition service as appropriate.

9.0 Training

9.1 Staff will be trained in a timely manner to assist with a pupil's return to school.

9.2 Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return.

9.3 Healthcare professionals should be involved in identifying and agreeing with the school the type and level of training required.

9.4 Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs.

9.5 Parents of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

10.0 Monitoring and review

10.1 This policy will be reviewed by the governing board on an annual basis.

10.2 Any changes to the policy will be clearly communicated to all members of staff involved in supporting pupils with additional health needs, and to parents and pupils themselves.