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# Watermill School

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

Policy Information		
Policy Author: Jen Lomas Governing Board approval date/date policy is in effect from: January 2026 Governor Link: Amy Clewlow		
Latest Review information:	Summary of amendments	Date of next review:
		January 27

# 1. Rationale

At Watermill Special School, we recognise that remote learning plays an important role in reinforcing learning, supporting progress, and strengthening relationships between school and home. For pupils with special educational needs and/or disabilities (SEND), remote learning must be purposeful, flexible and accessible, recognising individual needs, family circumstances, and pupils' emotional wellbeing.

Remote learning at Watermill is not intended to replicate a mainstream model of homework. Instead, it is designed to:

- Reinforce learning that has already taken place in school
- Support communication, independence, and life skills
- Encourage positive learning routines at home
- Strengthen partnership working with parents and carers

We believe that high-quality learning takes place primarily during the school day. Remote learning will therefore always be reasonable in volume, adapted to individual needs, and never punitive.

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## 2. Aims of the Policy

This policy aims to:

- Clarify the purpose and expectations of remote learning at Watermill
  - Ensure remote learning is inclusive and appropriate for pupils with SEND
  - Promote consistency across the school while allowing individual flexibility
  - Strengthen communication between school and home
  - Ensure compliance with current legislation and statutory guidance
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## 3. Legislation and Statutory Guidance

This policy is informed by the following legislation and guidance:

- Education Act 1996 – establishes the right to efficient education suitable to age, ability and aptitude
- Children and Families Act 2014 – outlines duties relating to children with SEND and Education, Health and Care Plans (EHCPs)
- SEND Code of Practice (2015) – promotes person-centred approaches and reasonable adjustments
- Equality Act 2010 – requires schools to make reasonable adjustments and avoid discrimination

- Keeping Children Safe in Education (KCSIE) – informs safeguarding considerations, particularly regarding online learning
- Early Years Foundation Stage (EYFS) Framework (where applicable)
- National Curriculum (where appropriate and adapted)

Remote learning expectations do not form a statutory requirement; however, schools retain discretion to set appropriate remote learning practices in line with pupils' needs.

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## 4. Definition of Remote learning

Remote learning refers to any activity suggested by school to be completed outside the school day which supports learning, development, or wellbeing.

At Watermill, this may include:

- Reading, sharing books, or listening to stories
  - Communication activities (e.g. using AAC, practising vocabulary or signs)
  - Life-skills activities (e.g. cooking, dressing, routines)
  - Sensory or motor development activities
  - Online learning platforms or recorded activities (where appropriate)
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## 5. Principles of Remote learning at Watermill

Remote learning at Watermill will always be:

- Individualised – matched to EHCP outcomes, ability and needs
- Flexible – sensitive to family workload and wellbeing
- Accessible – adapted for communication, physical and sensory needs
- Practical – focusing on meaningful real-life skills
- Supportive – not assessed through sanctions or penalties

Completion of remote learning is encouraged but never compulsory, and lack of completion will not result in sanctions.

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## 6. Expectations and Responsibilities

### School Responsibilities

The school will:

- Provide clear guidance for parents/carers
- Ensure activities are meaningful, achievable, and inclusive
- Use a range of formats (visual, practical, digital)
- Avoid excessive volume or unnecessary repetition
- Respond positively to parental feedback

## Staff Responsibilities

Teachers and support staff will:

- Set remote learning where it is appropriate and purposeful
- Differentiate activities in line with EHCPs
- Ensure tasks are explained clearly to parents/carers
- Acknowledge pupils' efforts positively

## Parent/Carer Responsibilities

Parents and carers are encouraged to:

- Support remote learning where possible
- Communicate with school if tasks are not suitable
- Share successes, difficulties, or observations
- Prioritise wellbeing over task completion

## 7. Monitoring and Feedback

- Feedback may be provided verbally, through communication books, online platforms, or informal discussion
- Evidence of remote learning may include photos, comments, or verbal feedback
- Remote learning will not be formally marked or graded
- Adjustments will be made based on pupil progress and family feedback

## 8. Inclusion and Equality

In line with the Equality Act 2010, reasonable adjustments will be made to ensure that remote learning is accessible to all pupils and families. This includes:

- Alternative communication methods
- Flexible expectations
- Use of assistive technology
- Cultural and family-context sensitivity

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## 9. Safeguarding and Online Safety

Where online tools or digital activities are used:

- Activities will align with the school's Safeguarding and Online Safety Policies
- Parents/carers will be advised on supervision and safe use
- No pupil will be disadvantaged if digital access is limited

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## 10. Review and Evaluation

This policy will be reviewed annually or sooner if required due to changes in legislation or school practice. Feedback from staff, parents/carers, and pupils will inform future development.

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### Linked Policies

- SEND Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Teaching and Learning Policy
- Equality Policy