

Kisimul

EDAC22 | Acacia School

Remote Education

Policy and Procedure

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No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the *Equality Act 2010*. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

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1. Introduction

The purpose of this policy is to outline the exceptional circumstances in which we will instigate remote education, define what the provision will look like and provide clarity for the responsibilities of the school.

2. Scope

This policy applies to all staff and learners at Kisimul Group’s Acacia School.

3. Circumstances for Instigating Remote Education

3.1.1 Attendance is mandatory for all learners of compulsory school age. Acacia School 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 leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual learners, for a limited duration, are unable to physically attend the school but are able to continue learning, for example learners with an infectious illness.
- Where an individual’s complex learning profile or challenging presentation would outline that a remote or individualised learning package, delivered in a home or alternative location but overseen by educational staff from the school, would be in their best interest.

We will ensure every effort is made to continue to provide an outstanding education to all our learners whilst maintaining an environment that is as safe as possible.

3.1.2 Where the school/college has exceptional members of staff absences due to general absences, illness and isolation (such as Covid) the school will need to take exceptional steps in order to continue to support the safe education of all stakeholders. This is a last resort and we will make every effort to try and keep as many classes open as possible using all internal resources available to us. However, there may be occasions where this may not be possible and we will need to partially close the school to identified learners on a daily rotational basis as and when required. These steps will be taken in consultation with Kisimul Group's Executive team and parents/carer. Learners remaining in the home during these periods of partial closure will access remote education.

3.1.3 The information below is intended to provide clarity and transparency in regards to what to expect from remote education where national, local restriction, individual learners or school/college organisation require specified learners to remain at home.

4. Procedures and Provision

4.1.1 Being educated remotely might look different from our standard approach. Teachers and therapy teams will provide electronic learning packs via email or physical packs delivered by hand to the homes. There is an expectation that if a child is not attending school, they should be encouraged to engage with remote learning.

4.1.2 In providing remote education, due consideration is given to the equivalent in length to the core teaching learners would receive in school.

4.1.3 Good practice is considered to be:

- 3 hours a day on average across the cohort for KS1, with less for younger children
- 4 hours a day for KS2
- 5 hours a day for KS3 and KS4

4.1.4 Given the context of Acacia School's learners, the above is used as a guideline and is modified according to individual learners' needs and presentation and regulatory needs.

4.1.5 Although we would like learners to try and follow the normal structure of the school/college day, we do appreciate that this can be problematic when in the home setting. Therefore, teaching and learning activities may be completed at a different time to normal. We also recognise that our learners will not be able to access remote education without adult support. We therefore work collaboratively with parents and carers and put in place reasonable adjustments so that learners can successfully access remote education.

4.1.6 Where bespoke and individualised programmes are provided, this is typically indicative of very complex learners who cannot access a typical programme of content, and a more experiential approach to learning may be required. Learning will ideally be

linked to contextual experience throughout the day, for example learning independent living skills during food preparation or on community visits.

5. Types of Learning

5.1.1 We have put in a great deal of effort to put an effective curriculum in place for our learners. Our approach is not a major change in the curriculum, but a modification of the focus of the curriculum in certain areas making learning accessible in the home.

5.1.2 The termly scheme of work will be covered as lessons will be adapted from current plans to ensure the continuity of learning for learners. Teachers will tailor the activities and curriculum to effectively blend learning.

5.1.3 It is understood that certain aspects of face-to-face classroom learning cannot be replicated as effectively by teaching in the home. We therefore use remote learning as an opportunity to extend and generalise learning so that it is contextualised in a functional environment thereby supporting our 24-hour waking day curriculum. A key element of our curriculum is to promote functional life skills and independence. The home provides an ideal platform to deliver this learning.

6. Safeguarding Considerations

We continue to refer to ***EDAC04 Acacia School Attendance Policy and Procedure***, and learners are supervised accordingly, and regular liaison and welfare checking takes place with external partners such as parents or children's home colleagues on a daily basis to ensure the safety of our learners.

7. Recording of Learner Outcomes

7.1.1 Remote learning teaching and learning activities are set on a weekly basis and it is expected that these are completed and returned to school. Handover emails and regular multi-disciplinary reviews provide an overview of the activities accessed and completed supported by photographic evidence of learning and engagement if appropriate.

7.1.2 Teachers are responsible for keeping a record of, and monitoring learners' engagement with remote education.

8. Linked Documents

8.1 Kisimul Policies

8.1.1 EDAC04 Acacia School Attendance Policy and Procedure

8.1.2 EDAC11 Acacia School Curriculum Policy and Procedure

8.1.3 EDAC14 Acacia School Assessment Policy and Procedure

